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Mills College offers a renowned liberal arts education for students who are seeking an intimate, collaborative college experience. It’s the perfect choice for those who want to be part of a dynamic, intellectual community that truly celebrates the active pursuit of knowledge. Here, you play an important role in your own learning, working closely with professors and fellow students in a challenging environment that encourages self-expression.

Mills has a national reputation for academic excellence. We are particularly recognized for the diversity of our student body, which enhances the learning experience. Our tradition as a leader in woman-centered education strengthens both our undergraduate programs (p. 8) and our graduate degree and certificate programs (p. 175). Simply put, a Mills grad is a force to be reckoned with, and that fact is best exemplified by our legacy of notable graduates (https://www.mills.edu/uniquely-mills/alumnae/alumnae-profiles) who have gone on to excel in virtually every field.
UNDERGRADUATE CATALOG

About Mills College

For more than 165 years, Mills College has been empowering students for leadership through a transformative educational experience. Consistently ranked one of the top master’s universities and one of the best value colleges in the West by U.S. News & World Report, Mills also has been named one of the best colleges in the nation by The Princeton Review.

Mills offers a challenging learning environment that values ideas, encourages discussion, and emboldens students to be creative, independent thinkers. Our faculty of renowned scholars, artists, scientists, writers, business leaders, activists, policy makers, and educators make teaching their priority. The Mills experience is distinguished by small, interactive classes, one-on-one attention from exceptional faculty, a culture of creative experimentation, and cutting-edge interdisciplinary learning opportunities.

We invite you to explore the variety of undergraduate majors and minors (p. 8), preprofessional programs (p. 94), accelerated master’s degrees (p. 97), and graduate degree and certificate programs (p. 175) that we offer.

Student Life

Mills is located in the foothills of Oakland, California, in the heart of the San Francisco Bay Area. On campus, students enjoy an educational environment enriched by historic cultural resources such as the Mills College Art Museum, the Littlefield Concert Hall, and the Center for Contemporary Music. Students also have access to one-of-a-kind resources such as the Eucalyptus Press, the imprint of the Book Art Program at Mills; 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 22,000 rare books and manuscripts, including a copy of Shakespeare’s First Folio, a Mozart manuscript, and a leaf from a Gutenberg Bible. The Trefethen Aquatic Center and 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.

Off campus, Mills is well connected to the resources of the San Francisco Bay Area from the artistic and cultural richness to the emerging business and social innovations. Our location provides a wealth of opportunities for community-based learning, internships, jobs, and mentoring relationships with Mills alumnae.

When you complete your education at Mills, you'll join a network of more than 25,000 Mills alumnae in over 60 countries. Some are pursuing master’s and doctoral degrees at the world’s most prestigious universities, including Harvard, John Hopkins, Stanford, University College London, University of California, University of Cambridge, University of Chicago, and Mills. Others are leading nonprofits and business or pushing the boundaries in the arts and sciences. A select group of graduates serves in government—including the United States House of Representatives and the diplomatic corps of other nations.
MAJORS & MINORS

Major Field of Study

Mills believes that studying one field in depth gives shape and purpose to a student’s educational program. As soon as a major is chosen, the student is encouraged to plan a course of study for the full program to graduation. A few disciplines require a sequence of courses that begins in the first 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 single-discipline major will typically require 31 to 57 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 requires a minimum of 30 semester course credits within the combined fields of concentration. In addition, most departments plan for their seniors a capstone experience that provides a synthesis of the material in the major field. This experience might be a comprehensive examination, a senior seminar, a thesis, a performance, a project, or a combination of exercises. (See Declaring a Major. (p. 146))

Students may also create their own individualized major. (See Individualized Major section below.)

Minor Field of Study

Minor programs, consisting of 15 to 20 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. (See Declaring a Minor (p. 146)).

Majors and Minors

Art and Technology (p. 9) major, minor
Art History (p. 14) major, minor
Art (Studio) (p. 11) major, minor
Biochemistry and Molecular Biology (p. 15) major (BA and BS)
Biology (p. 16) major (BA and BS), minor
Biopsychology (p. 19) major (BA and BS)
Book Art (p. 21) minor
Business Administration (p. 22) major, minor
Business Economics (p. 25) major
Chemistry (p. 27) major (BA and BS), minor
Child Development (p. 28) major, minor
Chinese Language and Culture (p. 32) minor
Communication (p. 33) major
Computer Science (p. 34) major, minor
Dance (p. 36) major, minor
Data Science (p. 39) major
Economics (p. 40) major, minor
Education (p. 42) major
English with Emphasis in Creative Writing (p. 46) major, minor
English with Emphasis in Literature (p. 46) major, minor
Environmental Science (p. 49) major (BA and BS)
Environmental Studies (p. 51) major, minor
Ethnic Studies (p. 52) major, minor
French and Francophone Studies (p. 56) minor
Global Humanities and Critical Thought (p. 57) major
History (p. 59) major, minor
History of Philosophy (p. 69) minor
Individualized Major (p. 59) major
International Relations (p. 62) major
Journalism (p. 63) minor
Legal Studies (p. 64) minor
Mathematics (p. 64) major (BA and BS), minor
Music (p. 66) major, minor
Philosophy (p. 69) minor
Political Science (p. 71) major, minor
Politics, Economics, Policy and Law (p. 73) major
Psychology (p. 76) major, minor
Public Health and Health Equity (p. 78) major (BA and BS), minor
Public Policy (p. 81) minor
Queer Studies (p. 83) minor
Religious Studies (p. 84) minor
Sociology (p. 85) major, minor
Spanish and Spanish American Studies (p. 86) minor
Theater Studies (p. 87) major, minor
Urban Education (p. 42) minor
Women, Leadership and Social Change (p. 89) minor
Women’s, Gender and Sexuality Studies (p. 90) major
Women’s Studies (p. 90) minor
Bachelor’s to Master’s Accelerated Degree Programs

Mills offers nine unique programs that enable students to earn a bachelor’s and a master’s degree in just five years:

- BA/MAE Applied Economics (p. 101)
- BA/MBA Business Administration (p. 101)
- BA/MA Child Development & Elementary Education (p. 97)
- BA/MA Early Childhood Education (p. 97)
- BA/MA Early Childhood Special Education/Teaching Credential (p. 98)
- BA/MA Infant Mental Health (p. 100)
- BA/MA Interdisciplinary Computer Science (p. 100)
- BA/MM Management (p. 102)
- BA/MPP Public Policy (p. 103)
- BA/MA Education/Teaching Credential (p. 98)
- BA/Joint MPP/MBA (p. 103)

Preprofessional Programs

Mills offers students in any major additional guidance in shaping their curriculum to conform to entrance requirements for professional graduate schools in:

- Medicine/Health Sciences (p. 94)
- Pre-Law (p. 95)
- Pre-Nursing Certificate (p. 95)

Individualized Major

Students who wish to design and follow a personalized program of study may create an individualized major. Individualized majors offer an alternative to traditional majors, and allow students to pursue educational goals that fall outside of existing departmental curriculum. In addition, individualized majors provide students with the opportunity to work across disciplines and to apply multiple disciplinary perspectives to an area of inquiry. Individualized majors emphasize innovation, creativity and originality and enable students to address new and evolving social, cultural, political, and scientific concerns. Students pursuing an individualized major are encouraged to include opportunities to gain real-world experience and professional development as a part of their major, including an internship or community-engaged learning activity. Individualized majors are appropriate for highly motivated students who are able to operate outside of existing structures.

All students pursuing an individualized major complete a senior project. This capstone project is the culmination of the individualized course of study and is an opportunity to demonstrate knowledge, skills, and competencies gained in the prior course sequence. Students may participate in a senior seminar class in a related discipline with consent of the instructor, or pursue an independent study to complete this requirement. They should present a final project, presentation, or exhibition in consultation with their advisors. Senior project presentations and exhibits must be viewed and approved by individualized major advisors prior to graduation.

Some recent college majors include creative storytelling and cultural perspectives, deaf culture and child development, and critical public health studies. See examples of individualized majors (p. 60).

Art & Technology

Art and Technology
510.430.3197
art-tech@mills.edu

The Art and Technology Program aims to foster cross-fertilization and collaboration between disciplines and to encourage artistic and technological explorations that fall outside the boundaries of traditional modes of production. Serving as a bridge between disciplines in the Fine Arts Division (such as art, dance, and music) and computer science, students work in an environment of creativity and experimentation under the guidance of faculty who are fluent in multiple fields and new technologies. Formerly known as Intermedia Arts, the program was renamed in 2016 when it was expanded to include two new concentrations focusing on the arts and computer programming.

A wide array of equipment and lab space is available to art and technology students, including video editing and shooting studios and the Prieto Lab, a hybrid classroom/studio where computers coexist with tools and parts for analog and digital hardware design. The program also maintains an extensive supply of equipment available for checkout to facilitate site-specific installations and work outside of the classroom. These include video and still cameras, lenses, light kits, projectors, media players, loudspeakers, audio recorders, sensors and actuators, and other specialized devices.

Art and technology majors can select one of two concentrations:

The art concentration focuses on conceptual, critical, and aesthetic explorations in artistic production, supported by the study of the history, criticism, and theory of these disciplines. 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.” 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, and installation, and may explore their integration with more traditional art forms, including dance, performance, music, sculpture, photography, and painting.

The technology concentration focuses on the intersection of computer programming, electronics, and creative practice. The core requirements provide a foundation in computer science, electronic circuitry, and programming for sound and video, while the remainder of the curriculum is designed to provide students with great flexibility in shaping their academic pursuits, which could have an emphasis in data science, application development, performance arts, hardware design, or interactivity. With rigorous training in both technology and the arts, this concentration uniquely prepares students to pursue emerging fields where this hybrid skill set is critical.

Program Goals:

- Students will develop technical competence in relationship to art-making and productions involving electronic media.
- Students will learn concepts of intermedia art theory, history and practice.
- Students will develop professionalism, experimentalism, awareness of multiple disciplinary practices, and cultivate the development of their individual artistic voice.
Majors & Minors

Majors

Art & Technology Major—BA, Art Concentration (p. 10)
Art & Technology Major—BA, Technology Concentration (p. 10)

Minor

Art & Technology Minor (p. 11)

Faculty & Staff

Faculty

James Fei
Professor of Intermedia and Electronic Arts
Program Head
Music 33, 510.430.2329, jfei@mills.edu
Professional Interests: Composition, improvisation, sound installation, live electronic music, recording, intermedia

Samara Halperin
Visiting Assistant Professor of Studio Art
Art 116, 510.430.3289, shalperi@mills.edu
Professional Interests: Experimental film and video, cinematography, 16mm animation, production design, writing, pop culture

Staff

Shanna Sordahl
Technical Director
Fine Arts Annex 101, 510.430.3197

Resources


Art & Technology Major—BA, Art Concentration

Minimum of 42 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>IART 119</td>
<td>Electronic Arts</td>
<td>4</td>
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<tr>
<td>IART 120</td>
<td>Advanced Electronic Arts</td>
<td>4</td>
</tr>
<tr>
<td>IART 143</td>
<td>History of Intermedia and Electronic Art</td>
<td>3</td>
</tr>
<tr>
<td>IART 147</td>
<td>Video I</td>
<td>4</td>
</tr>
<tr>
<td>IART 148</td>
<td>Video II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 161</td>
<td>Sound Techniques of Recording</td>
<td>4</td>
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</table>

Senior Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>IART 191</td>
<td>Senior Seminar: Intermedia</td>
</tr>
<tr>
<td>IART 192</td>
<td>Senior Portfolio and Exhibition</td>
</tr>
</tbody>
</table>

Media Theory/History

Select two semester course credits from the following: 6-8

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ARTH 138</td>
<td>Contemporary Art</td>
</tr>
<tr>
<td>ARTH 139</td>
<td></td>
</tr>
</tbody>
</table>

Collaboration/Performance

Select one collaboration/performance course from the following: 2-4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ARTH 139</td>
<td>Three-Dimensional Concepts</td>
</tr>
<tr>
<td>DNC 034</td>
<td>Dance Improvisation</td>
</tr>
<tr>
<td>DNC 037</td>
<td>How to Make Dances</td>
</tr>
<tr>
<td>DNC 196</td>
<td>Digital Performance</td>
</tr>
<tr>
<td>MUS 159</td>
<td>Seminar in Musical Performance, Composition, and Improvisation</td>
</tr>
</tbody>
</table>

Electives

Select a minimum of 8 credits from the following, in conjunction with faculty advisor (electives may also be chosen from all courses listed above): 8

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 007</td>
<td>Three-Dimensional Concepts</td>
</tr>
<tr>
<td>ARTS 134</td>
<td>Darkroom Photography: Making • Engaging</td>
</tr>
<tr>
<td>BOOK 113</td>
<td>Creating Books/Creating Art: Artists’ Books as Social Practice</td>
</tr>
<tr>
<td>CS 063</td>
<td>Introduction to Computer Science</td>
</tr>
<tr>
<td>DNC 005</td>
<td>Dance Technique I</td>
</tr>
<tr>
<td>DNC 107</td>
<td>Dance Technique II</td>
</tr>
<tr>
<td>DNC 109</td>
<td>Dance Technique III</td>
</tr>
<tr>
<td>ETHS 114</td>
<td>Representing Blackness: Film and Literature in Africa and the Diaspora</td>
</tr>
<tr>
<td>ETHS 173</td>
<td>Celluloid Native: American Indians in Film</td>
</tr>
<tr>
<td>ETHS 188</td>
<td>Film, Color, and Culture: Images of People of Color in Cinema</td>
</tr>
<tr>
<td>IART 110</td>
<td>Introduction to Visual and Sound Programming</td>
</tr>
<tr>
<td>IART 120</td>
<td>Advanced Electronic Arts</td>
</tr>
<tr>
<td>IART 149</td>
<td>Advanced Video Programming</td>
</tr>
<tr>
<td>MUS 014</td>
<td>Musics of the World: Southeast Asia, Korea and Japan</td>
</tr>
<tr>
<td>MUS 015</td>
<td>Musics of the World: Africa, the Mediterranean, and the Americas</td>
</tr>
<tr>
<td>MUS 147</td>
<td>Introduction to Electronic Music</td>
</tr>
<tr>
<td>MUS 154</td>
<td>Introduction to Computer Music</td>
</tr>
<tr>
<td>MUS 163</td>
<td>The World of Opera</td>
</tr>
<tr>
<td>MUS 164</td>
<td>Advanced Audio Recording</td>
</tr>
<tr>
<td>MUS 165</td>
<td>Sound Art</td>
</tr>
<tr>
<td>MUS 170</td>
<td>African American Music: The Meaning and the Message</td>
</tr>
<tr>
<td>PSYC 134</td>
<td>Cognitive Psychology</td>
</tr>
</tbody>
</table>

Art & Technology Major—BA, Technology Concentration

Minimum of 41 semester course credits and general BA requirements (p. 107)
# Art & Technology Minor, Art Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td><strong>Required Core Courses</strong></td>
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</tr>
<tr>
<td>CS 063</td>
<td>Introduction to Computer Science</td>
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</tr>
<tr>
<td>CS 064</td>
<td>Computer Concepts and Intermediate Programming</td>
<td>4</td>
</tr>
<tr>
<td>CS 124</td>
<td>Data Structures and Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>IART 120</td>
<td>Advanced Electronic Arts</td>
<td>4</td>
</tr>
<tr>
<td>MATH 004</td>
<td>Discrete Mathematics I</td>
<td>4</td>
</tr>
<tr>
<td>MUS 154</td>
<td>Introduction to Computer Music</td>
<td>4</td>
</tr>
<tr>
<td>IART 110</td>
<td>Introduction to Visual and Sound Programming</td>
<td>4</td>
</tr>
<tr>
<td>IART 149</td>
<td>Advanced Video Programming</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Select two courses from the following:</strong></td>
<td>5-8</td>
</tr>
<tr>
<td>CS 115</td>
<td>Mobile Application Development</td>
<td></td>
</tr>
<tr>
<td>CS 170</td>
<td>Software Engineering</td>
<td></td>
</tr>
<tr>
<td>CS 186</td>
<td>Web Programming</td>
<td></td>
</tr>
<tr>
<td>DATA 60</td>
<td>Data Visualization</td>
<td></td>
</tr>
<tr>
<td>DNC 196</td>
<td>Digital Performance</td>
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</tr>
<tr>
<td>IART 147</td>
<td>Video I</td>
<td></td>
</tr>
<tr>
<td>IART 119</td>
<td>Electronic Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
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</tr>
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<td></td>
<td>Select two elective courses from the following:</td>
<td>6-8</td>
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<tr>
<td>CS 114</td>
<td>Programming Languages</td>
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<tr>
<td>CS 131</td>
<td>Computer Networks</td>
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<tr>
<td>DNC 131</td>
<td>Screendance</td>
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<tr>
<td>IART 143</td>
<td>History of Intermedia and Electronic Art</td>
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<tr>
<td>IART 180</td>
<td>Special Topics in Intermedia A ¹</td>
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</tr>
<tr>
<td>MUS 147</td>
<td>Introduction to Electronic Music</td>
<td></td>
</tr>
<tr>
<td>MUS 161</td>
<td>Sound Techniques of Recording</td>
<td></td>
</tr>
<tr>
<td>MUS 251</td>
<td>Seminar in Computer Music</td>
<td></td>
</tr>
</tbody>
</table>

¹ Check the course descriptions (p. ) to see which special topics courses will be offered.

## Art & Technology Minor, Art Concentration

Minimum of 20 semester course credits

The art concentration minor consists of 20 semester credits, with at least one course taken in each of the following categories: electronic arts, video, sound, media theory and history, collaboration and performance, and elective. Courses listed in the first five categories may also be taken as electives. All students pursuing the minor must take IART 119 Electronic Arts Electronic Arts, which may also be repeated once as an elective. Student have the option of choosing from a range of different courses to fulfill the rest of the requirement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one course from each category:</td>
<td>20</td>
</tr>
<tr>
<td>CS 114</td>
<td>Programming Languages</td>
<td></td>
</tr>
<tr>
<td>CS 131</td>
<td>Computer Networks</td>
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<tr>
<td>DNC 131</td>
<td>Screendance</td>
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<tr>
<td>IART 143</td>
<td>History of Intermedia and Electronic Art</td>
<td></td>
</tr>
<tr>
<td>IART 180</td>
<td>Special Topics in Intermedia A ¹</td>
<td></td>
</tr>
<tr>
<td>MUS 147</td>
<td>Introduction to Electronic Music</td>
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<tr>
<td>MUS 161</td>
<td>Sound Techniques of Recording</td>
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</tr>
<tr>
<td>MUS 251</td>
<td>Seminar in Computer Music</td>
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</tr>
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<td><strong>Electives</strong></td>
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</tr>
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<td>ARTS 007/107</td>
<td>Three-Dimensional Concepts</td>
<td></td>
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<td>ARTS 143</td>
<td>Darkroom Photography: Making + Engaging</td>
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<td>Social Practice</td>
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<td>CS 063</td>
<td>Introduction to Computer Science</td>
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<td>Africa and the Diaspora</td>
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<td>ETHS 188</td>
<td>Film, Color, and Culture: Images of People of</td>
<td></td>
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<tr>
<td></td>
<td>Color in Cinema</td>
<td></td>
</tr>
<tr>
<td>MUS 014/114</td>
<td>Musics of the World: Southeast Asia, Korea and</td>
<td></td>
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<tr>
<td></td>
<td>Japan</td>
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</tr>
<tr>
<td>MUS 015/115</td>
<td>Musics of the World: Africa, the Mediterranean,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and the Americas</td>
<td></td>
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<tr>
<td>MUS 113</td>
<td>Intermedia Collaborations</td>
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<tr>
<td>MUS 163</td>
<td>The World of Opera</td>
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<td>MUS 170</td>
<td>African American Music: The Meaning and the</td>
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<tr>
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<td>Message</td>
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<td>PSYC 134</td>
<td>Cognitive Psychology</td>
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<tr>
<td>PSYC 156</td>
<td>Cognitive Psychology</td>
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<tr>
<td>SOC 128</td>
<td>Cognitive Psychology</td>
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</tr>
</tbody>
</table>

## Art (Studio)

Art (Studio)

510.430.2117

studio_art@mills.edu
The Art and Art History Department at Mills College serves both studio art and art history majors. Its Studio Art Program is idea based and intended to balance formal and conceptual approaches, focusing on the creative process, critical thinking, and visual ideas. Students learn how to use materials and techniques to facilitate their creative ideas. Students also study historical and contemporary art in order to understand the context of their own work.

**Studio Art Major**

Students work with professional, internationally recognized artists and teachers in the areas of painting, sculpture, ceramics, photography, new genres, and electronic arts. The Art and Art History Department also offers the Correnah W. Wright Lecture Series on Contemporary Art, which features prominent artists and writers (speakers to date have included Sophie Calle, Charlotte Cotton, John Divola, Dave Hickey, Komar and Melamid, Paul Kos, Dinh Q. Le, Catherine Opie, Shahzia Sikander, May Stevens, Rob Storr, and Fred Wilson). The Jane Green Endowment for Studies in Art History and Criticism brings an additional distinguished speaker to campus each year (speakers to date have included Whitney Chadwick, Elizabeth Cropper, Catherine de Zegher, Vishakha Desai, Wu Hung, Jonathan D. Katz, Lucy R. Lippard, Alberto Manguel, Greil Marcus, Linda Nochlin, Apinan Poshyananda, and Deborah Willis). Art students can enrich their academic experience through participation in Mills-affiliated study abroad programs in Europe and Asia, and 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 duties, installation, and cataloging. To support students’ research interests, the visual resources library offers digital access to Mills' collection of images illustrating arts and cultures worldwide.

**Program Goals**

- Possess the skills necessary to construct and present artwork.
- Possess the capabilities of problem solving and critical analysis as it pertains to the art making process.
- Possess knowledge of a broad spectrum of current critical theory discourse.
- Possess the ability to write and speak about art history and criticism.
- Demonstrate a personal sense of professional ethics in working on final exhibition.

**Majors & Minors**

**Major**

Studio Art Major—BA (p. 13)

**Minor**

Studio Art Minor (p. 13)

**Faculty & Staff**

**Faculty**

Jennifer Brandon  
Adjunct Professor  
Art Center 140 (Photography), 510.430.3140, jbrandon@mills.edu  
Professional Interests: Contemporary art, photography, sculpture, and video

James Fei  
Professor of Intermedia and Electronic Arts  
Program Head Art and Technology  
Music Room 33, 510.430.2329, jfei@mills.edu  
Professional Interests: Composition, improvisation, sound installation, live electronic music, recording, intermedia

Chris Fraser  
Assistant Adjunct Professor  
Art Center 140 (Photography), 510.430.3140, cfraser@mills.edu  
Professional Interests: Light, architecture, perception, embodied experience

Samara Halperin  
Adjunct Professor  
Art Center 170 (Ceramics), 510.430.3277, govideo@mills.edu  
Professional Interests: Experimental film and video, cinematography, 16mm animation, production design, writing, pop culture

Glen Helfand  
Adjunct Professor  
Art Center 116, 510.430.3225, ghelfand@mills.edu  
Professional Interests: Contemporary art, criticism, curatorial practice

Cathy Lu  
Assistant Adjunct Professor  
Art Center 170 (Ceramics), 510.430.3277, clu@mills.edu

Masako Miki  
Assistant Adjunct Professor  
Art Center 170 (Ceramics), 510.430.3277, mmiki@mills.edu

Sandra Ono  
Assistant Adjunct Professor  
Art Center 170 (Ceramics), 510.430.3277, sono@mills.edu  
Professional Interests: Contemporary art, experimenting with materials, biology, politics, time and space

Yulia Pinkusevich  
Assistant Professor of Studio Art  
Art Center 160 (Painting), 510.430.3226, ypinkusevich@mills.edu  
Professional Interests: Contemporary art, experimenting with materials, historical objects, highlining

Genevieve Quick  
Assistant Adjunct Professor  
Art Center 140 (Photography), 510.430.3140, gquick@mills.edu

Will Rogan  
Assistant Adjunct Professor  
Art Center 116, 510.430.3225, willrogan@gmail.com  
Professional Interests: The elusive nature of time, photography, historical objects, highlining

Chris Sollars  
Assistant Professor of Studio Art  
Art Center 115 (Sculpture), 510.430.2173, csollars@mills.edu  
Professional Interests: Sculpture, performance, video, socially engaged projects, and interventions

Catherine F. Wagner  
Nancy Cook Chair of Photography  
Professor of Studio Art  
Department Head  
Art Center 122, 510.430.3288, catwag@mills.edu
Professional Interests: Photography, art and science, conceptual art, contemporary art philosophy, public art

Jennifer Wofford
Assistant Adjunct Professor
Art Center 170 (Ceramics), 510.430.3277, jwofford@mills.edu

Staff
Isabelle Chiosso
Faculty Administrative Assistant
Art 121, 510.430.2117, ichiosso@mills.edu

Mike Halberstadt
Studio Art Technician
Pho 153, 510.430.2117, mhalberstadt@mills.edu (mhalberstadt@mills.edu?subject=)

Tim Kopra
Studio Art Technician, Sculpture and Ceramics
Sculpture 102, 510.430.2117, tkopra@mills.edu (tkopra@mills.edu?subject=)

Luke Turner
Manager of Exhibitions and Collections
Art Museum, 510.430.2164, luturner@mills.edu

Resources
- Mills College Art Museum Events (https://mcam.mills.edu/events)
- Mills College MFA in Studio Art Blog (https://millsmfa.blogspot.com)
- Workshops (https://inside.mills.edu/academics/undergraduate/arts/workshops.php)

Studio Art Major—BA
Minimum of 37 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ARTS 005/105</td>
<td>Basic Composition</td>
<td>3-4</td>
</tr>
<tr>
<td>ARTS 007/107</td>
<td>Three-Dimensional Concepts</td>
<td>3-4</td>
</tr>
<tr>
<td>Select two art history courses from the following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>ARTH 018</td>
<td>Introduction to Western Art I</td>
<td></td>
</tr>
<tr>
<td>ARTH 019</td>
<td>Introduction to Western Art II</td>
<td></td>
</tr>
<tr>
<td>ARTH 081</td>
<td>Introduction to Asian Art: India, Nepal, and Tibet</td>
<td></td>
</tr>
<tr>
<td>ARTH 082</td>
<td>Introduction to Asian Art: China</td>
<td></td>
</tr>
<tr>
<td>Senior Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The following two courses must be completed during the same academic year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTS 189</td>
<td>Senior Seminar: Studio Art</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 190</td>
<td>Senior Exhibition ¹</td>
<td>2</td>
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<tr>
<td>Core Electives</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Select seven courses from three or more of the following areas and courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art History</td>
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<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td></td>
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</table>

Contemporary Art: Ideas and Practice

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Drawing</td>
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<tr>
<td>Electronic Arts</td>
<td></td>
</tr>
<tr>
<td>Painting</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td></td>
</tr>
<tr>
<td>Sculpture</td>
<td></td>
</tr>
<tr>
<td>Video</td>
<td></td>
</tr>
<tr>
<td>Artists’ Books: Concept, Content, Form</td>
<td></td>
</tr>
<tr>
<td>The Movable Book: Ideas in Time and Space</td>
<td></td>
</tr>
</tbody>
</table>

¹ Prerequisites: ARTS 189 Senior Seminar: Studio Art and consent of the Studio Faculty.

A maximum of two independent studies may be applied toward the studio art major.

Majors must take at least 18 credits in studio art courses at Mills.

After completing 37 required credits in the studio art major, which can include IART courses, students can take additional courses in intermedia arts that count toward the 17 electives outside their major field. Studio art majors also may take additional courses in art history that count towards the 17 electives outside their major field.

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
Minimum of 21 semester course credits

Courses must be chosen in consultation with an Art Department advisor. Fourteen of the 21 credits must be taken at Mills. To participate in the senior thesis exhibition, senior seminar must be taken.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one art history course from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 018</td>
<td>Introduction to Western Art I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 019</td>
<td>Introduction to Western Art II</td>
<td></td>
</tr>
<tr>
<td>ARTH 081</td>
<td>Introduction to Asian Art: India, Nepal, and Tibet</td>
<td></td>
</tr>
<tr>
<td>ARTH 082</td>
<td>Introduction to Asian Art: China</td>
<td></td>
</tr>
<tr>
<td>Select two lower-division courses from the following:</td>
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<tr>
<td>ARTS 005</td>
<td>Basic Composition</td>
<td></td>
</tr>
<tr>
<td>ARTS 007</td>
<td>Three-Dimensional Concepts</td>
<td></td>
</tr>
<tr>
<td>ARTS 009</td>
<td>Painting (Beginning)</td>
<td></td>
</tr>
<tr>
<td>ARTS 011</td>
<td>Contemporary Art: Ideas and Practice</td>
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</tr>
<tr>
<td>ARTS 043</td>
<td>Darkroom Photography: Making • Engaging</td>
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<tr>
<td>ARTS 091</td>
<td>Ceramics</td>
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<tr>
<td>Select three upper-division courses from the following:</td>
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<tr>
<td>ARTS 105</td>
<td>Basic Composition</td>
<td></td>
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<tr>
<td>ARTS 107</td>
<td>Three-Dimensional Concepts</td>
<td></td>
</tr>
<tr>
<td>ARTS 109</td>
<td>Painting (Beginning)</td>
<td></td>
</tr>
<tr>
<td>ARTS 111</td>
<td>Contemporary Art: Ideas and Practice</td>
<td></td>
</tr>
<tr>
<td>ARTS 145</td>
<td>Digital Photography: Material • Process</td>
<td></td>
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<tr>
<td>ARTS 147</td>
<td>Installation</td>
<td></td>
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<tr>
<td>ARTS 149</td>
<td>The Artist Using Photography</td>
<td></td>
</tr>
</tbody>
</table>
Art History

Art History Major—BA (p. 14)

Minor (p. 14)

Faculty & Staff

Faculty

Meryl Bailey
Eugene E. Trefethen, Jr., Professorship in Art History
Associate Professor of Art and Art History
Art Room 106, 510.430.3289, mbailey@mills.edu
Professional Interests: Italian and Spanish art; early modern confraternities; Venetian art and culture; Sephardic art and culture; criminal justice and visual culture; portraiture

Nancy Fee
Assistant Adjunct Professor
Art Center 116, 510.430.3225, nfee@mills.edu

Sarah Miller
Assistant Adjunct Professor
Art Center 105, 510.430.3290, sarahmiller@mills.edu

Staff

Isabelle Chiosso
Faculty Administrative Assistant
Art Center 121, 510.430.2117, ichiosso@mills.edu

Art History Major—BA

Minimum of 36 semester credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>ARTH 018</td>
<td>Introduction to Western Art I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 019</td>
<td>Introduction to Western Art II</td>
<td>3</td>
</tr>
<tr>
<td>Select any practice-oriented ARTS, BOOK, or IART course</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Select one upper division course in Medieval, Renaissance, and Baroque Art (Any ARTH 120-level class)</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Select one upper division course in Modern and Contemporary Art (Any ARTH 130-level course other than ARTH 134)</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Two seminars (any ARTH 190-level class other than ARTH 199)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Select three electives (any ARTH lecture or seminar in any area)</td>
<td>9-12</td>
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Senior Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ARTH 199</td>
<td>Critical and Theoretical Approaches to the History of Art</td>
<td>4</td>
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</table>

Majors must take at least 18 credits in art history courses at Mills.

Art History Minor

Minimum of 20 semester course credits
Biochemistry & Molecular Biology

Biochemistry and Molecular Biology
510.430.2317
biochem@mills.edu

• The Biochemistry and Molecular Biology Program supports students in the study of biological systems at the molecular level, offering excellent preparation for graduate study in biochemistry and molecular biology, molecular genetics, developmental biology, genomics, and systems biology.

• It also provides invaluable training for students wishing to pursue careers in medicine, dentistry, and other health science professions.

• The study of biological systems at the molecular level relies on concepts and methods that have been adapted from chemistry, physics, and biology; hence, a firm grounding in these disciplines is central to successful study of this field.

• 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.

• The Biochemistry and Molecular Biology Committee, composed of biology and chemistry faculty members, administers this program and advises majors.

Students have access to a variety of pieces of equipment used in this disciplinary area; for example: thermal cyclers for polymerase chain-reactions, a digital gel imaging system, nucleic acid hybridization ovens, an ultraviolet (UV) wavelength cross-linker, a tabletop 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 houses a Leica DMLR research-quality fluorescence microscope with a digital camera and a research-quality Nikon dissecting scope capable of photo microscopy. 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.

Program Goals

• Be able to apply the fundamental principles of chemistry to the understanding of how biological systems function at the molecular level.

• Be able to relate the structures of biological molecules (DNA, RNA, proteins, carbohydrates, and lipids) to their biochemical activities and biological functions.

• Be able to apply arguments relating to the molecular unity of biological systems as it relates to molecular evolution.

• Understand the principles behind the tools and techniques used in the "in vitro" study of molecular biological systems.

• Be able to interpret the data obtained using the tools and techniques used in the "in vitro" study of molecular biological systems.

• Be able to access the primary literature of the discipline and to use its findings.

Majors
Biochemistry and Molecular Biology Major—BA (p. 16)
Biochemistry and Molecular Biology Major—BS (p. 16)

Faculty & Staff

Beth Kochly
Associate Professor of Chemistry
Program Head
NSB 129, 510.430.2085, bkokchy@mills.edu
Professional Interests: Mechanistic studies and reactive intermediates in organic chemistry, organic reactions in ionic liquids

Lisa Urry
Professor of Biology
Department Head of Biology
NSB 123, 510.430.2026, lurry@mills.edu
Professional Interests: Developmental biology of sea urchin embryos and larvae, cell-cell and cell-extracellular matrix interactions, science education/pedagogy

Elisabeth Wade
Associate Provost for Curricular Development
Professor of Chemistry
NSB 117, 510.430.3132, ewade@mills.edu
Professional Interests: Chemical kinetics, atmospheric pollutants, atmospheric and combustion chemistry

Jared Young
Associate Professor of Biology
NSB 120, 510.430.2032, jyoung@mills.edu
Professional Interests: Odor sensing pathways and their modulation in the nematode Caenorhabditis elegans

Mary Pace
Faculty Administrative Assistant
NSB 111, 510.430.2317, mpace@mills.edu
Biochemistry and Molecular Biology Major—BA

Minimum of 53 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>BIO 001</td>
<td>General Biology I with Lab</td>
<td>4</td>
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<tr>
<td>BIO 133</td>
<td>Molecular Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 135</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOC 141</td>
<td>Protein Chemistry and Enzymology</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 142</td>
<td>Metabolism and Proteomics</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 143</td>
<td>Analytical Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 017 &amp; CHEM 018</td>
<td>General Chemistry I and General Chemistry II</td>
<td>8</td>
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<tr>
<td>CHEM 105 &amp; CHEM 106</td>
<td>Organic Chemistry I and Organic Chemistry II</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 061 &amp; PHYS 062</td>
<td>General Physics I and General Physics II</td>
<td>8</td>
</tr>
</tbody>
</table>

One elective Biology course selected from:

- BIO 100 Microbiology
- BIO 136 Developmental Biology
- BIO 175 Neurobiology
- BIO 181 Immunology

**Senior Requirements**

- BIO 191 Senior Seminar or CHEM 191 Senior Seminar

1 Note: Students are required to complete BIO 135 Genetics and at least one upper-division Biology Department course prior to taking BIO 191 Senior Seminar.

Biochemistry and Molecular Biology Major—BS

Minimum of 43 semester course credits and general BS requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BIO 133</td>
<td>Molecular Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 135</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>Select two additional upper-division Biology Department courses at least one of which must be:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 100</td>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIO 136</td>
<td>Developmental Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 175</td>
<td>Neurobiology</td>
<td></td>
</tr>
<tr>
<td>BIO 181</td>
<td>Immunology</td>
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</tr>
<tr>
<td>BIOC 141</td>
<td>Protein Chemistry and Enzymology</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 142</td>
<td>Metabolism and Proteomics</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 143</td>
<td>Analytical Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Senior Requirements**

- BIO 191 Senior Seminar or CHEM 191 Senior Seminar

1 Note: Students are required to complete BIO 135 Genetics and at least one upper-division Biology Department course prior to taking BIO 191 Senior Seminar.

Biology

Biology
510.430.3274
biology@mills.edu

**Study life!** What could be more fascinating—and what could prepare you better to contribute to the future we share with each other and with the rest of the planet’s inhabitants? Our biology courses teach our current understanding of organisms and their amazing processes, structures, and interactions, and provide training in the logical and analytical approaches that produce our theories.

Upper-division courses offer advanced study and rigorous training in diverse 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. The Biology teaching and research laboratories in the Betty Irene Moore Natural Sciences Building are newly renovated, and the resources of the Bay Area are utilized for field trips.

The Jill Barrett Research Program in Biology provides financial support for students to carry out mentored summer research projects with faculty in the lab or at local field sites, and undergraduate research teams operate year-round. The Joseph & Vera Long Foundation Research Lab and the William Joseph McInnes Memorial Botanic Garden provide well-equipped research facilities. The Biology Department is also home to the W.M. Keck Foundation Zoology Laboratory which houses an impressive collection of museum-quality vertebrate and invertebrate specimens for the study of zoology, behavior, ecology and comparative anatomy.

Biology majors select one of three options: general biology, biology with a concentration in ecology, evolution and behavior (EEB), or biology with a concentration in cell and molecular biology (CMB). General biology and EEB students can pursue either a BA or a BS degree; CMB students can pursue a BA degree. All students share the same set of core courses, and write and present a senior thesis, based either on synthesis of primary literature articles on a focused topic or on their own empirical research.

**General Biology**

The general track allows the student to select courses tailored to their own interests. This is especially useful for students desiring broad training in Biology, and those interested in a career that spans a wide range of biological topics, such as veterinary medicine. Recent graduates have pursued many interests, including medical school, graduate school in a range of biological fields, biotechnology, and education.
Concentration in Ecology, Evolution and Behavior (EEB)

The concentration in ecology, evolution and behavior (EEB) provides training at the intersections of ecology, evolutionary biology, and its related disciplines. The unifying theme of this concentration is the use of an evolutionary approach to explain biological phenomena in the natural world. Recent graduates have enrolled in masters and doctoral programs in animal behavior, conservation biology, ecology, evolution, marine biology, and natural resource and wildlife management. Others are employed by federal and state agencies, private and public organizations, and consulting firms.

Concentration in Cell and Molecular Biology (CMB)

The concentration in cell and molecular biology (CMB) focuses on biological mechanisms at the cellular and molecular level. The courses that comprise this concentration give students a deep appreciation of how proteins and other biological molecules mediate life’s processes. This concentration prepares students for graduate study or employment in the biomedical fields. Recent graduates have pursued interests in biotechnology, biomedical research, genomics, and molecular biology or they have attended medical school or graduate school in a variety of disciplines.

Program Goals

- Possess knowledge of general biological principles.
- Have the ability to carry out standard laboratory and field techniques, including analysis of results.
- Have the ability to communicate findings in both oral and written modes.
- Understand and practice the process of scientific inquiry, including the logic of experimentation.
- Have the ability to evaluate a new area of research using knowledge of biological principles and the process of scientific inquiry, as well as the current biological literature.

Majors & Minors

Majors

Biology Major—BA (p. 18)
Biology Major—BS (p. 19)
Biology Major—BA, Concentration in Ecology, Evolution, and Behavior (p. 18)
Biology Major—BS, Concentration in Ecology, Evolution, and Behavior (p. 19)
Biology Major—BA, Concentration in Cell and Molecular Biology (p. 18)

Minor

Biology Minor (p. 19)

Faculty & Staff

Faculty

Charlene Betts-Ng
Assistant Adjunct Professor
NSB 124, 510.430.3175, cbettsng@mills.edu
Professional Interests: The transport of chemicals and biota into coastal rivers and marine ecosystems

Alex Engel
Gibbons-Young Chair for the Advancement of Science
Assistant Professor of Biology
NSB 127, 510.430.2259, aengel@mills.edu
Professional Interests: Cell biology, biological membranes, cell fusion, immunology

Jenn Smith
Associate Professor of Biology
Letts-Villard Professor
NSB 122, 510.430.2161, jesmith@mills.edu
Professional Interests: Behavioral and evolutionary ecology of social rodents and carnivores

Sarah Swope
Rhoda Goldman Professorship in Environmental Science
Assistant Professor of Biology
NSB 121, 510.430.2158, sswope@mills.edu
Professional Interests: How plants mediate interactions among pollinators, herbivores and pathogens; geographic variation in demography; invasive plants as model systems for research; conservation of rare native plants

Elaine Tan
Associate Adjunct Professor
Professional Interests: Anatomy and functional circuitry of the brain

Lisa Urry
Professor of Biology
Department Head of Biology
NSB 123, 510.430.2026, lurry@mills.edu
Professional Interests: Developmental biology of sea urchin embryos and larvae, cell-cell and cell-extracellular matrix interactions, science education/pedagogy

Helen Walter
Visiting Associate Professor
Director of the Pre-Nursing Program
Hellman Summer Science and Math, Director
NSB 131, 510.430.2035, hwalter@mills.edu
Professional Interests: Testing the antimicrobial properties of indigenous plants and microbial contributions to extraterrestrial habitats

Jared Young
Associate Professor of Biology
NSB 120, 510.430.2032, jyoung@mills.edu
Professional Interests: Odor sensing pathways and their modulation in the nematode Caenorhabditis elegans

Staff

Dana Carrison-Stone
Lab Manager
Biology Major—BA

Minimum of 54 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Required</td>
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<tr>
<td>BIO 001 &amp; BIO 002</td>
<td>General Biology I with Lab and General Biology II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>BIO 135</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 148</td>
<td>Evolution</td>
<td>3</td>
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<tr>
<td>CHEM 017 &amp; CHEM 018</td>
<td>General Chemistry I</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 105 &amp; CHEM 106</td>
<td>Organic Chemistry I</td>
<td>8</td>
</tr>
<tr>
<td>MATH 047 or ECON 081</td>
<td>Calculus I or Introduction to Statistics</td>
<td>3-4</td>
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</tbody>
</table>

Electives

Select four additional upper-division biology courses from the following: 15

- BIO 100 Microbiology
- BIO 133 Molecular Cell Biology
- BIO 136 Developmental Biology
- BIO 175 Neurobiology
- BIO 181 Immunology

Senior Requirement

BIO 191 Senior Seminar 3 4 4

1 Students are encouraged to take CHEM 105 Organic Chemistry I–CHEM 106 Organic Chemistry II in the sophomore year; these courses must be taken no later than the junior year.
2 BIOC 141 Protein Chemistry and Enzymology may be substituted for one upper-division biology elective course.
3 Students are required to take either BIO 135 Genetics or BIO 148 Evolution, and one additional upper-division biology course before taking BIO 191 Senior Seminar.
4 BIOC 142 Metabolism and Proteomics and BIOC 143 Analytical Biochemistry may together be counted as one upper-division course with lab.

Biology Major—BA, Concentration in Cell and Molecular Biology

Minimum of 54 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>Required</td>
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<td></td>
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<tr>
<td>BIO 001 &amp; BIO 002</td>
<td>General Biology I with Lab and General Biology II with Lab</td>
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</tr>
<tr>
<td>BIO 125</td>
<td>Principles of Ecology</td>
<td>4</td>
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<tr>
<td>BIO 135</td>
<td>Genetics</td>
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<tr>
<td>BIO 148</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 017 &amp; CHEM 018</td>
<td>General Chemistry I</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>Organic Chemistry I</td>
<td>4-4</td>
</tr>
<tr>
<td>MATH 047</td>
<td>Calculus I</td>
<td>3-4</td>
</tr>
</tbody>
</table>

1 Students are encouraged to take CHEM 105 Organic Chemistry I–CHEM 106 Organic Chemistry II in the sophomore year; these courses must be taken no later than the junior year.
Biology Major—BS

Minimum of 38 semester course credits and general BS requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>BIO 002</td>
<td>General Biology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 135</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 148</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 105 &amp; CHEM 106</td>
<td>Organic Chemistry I &amp; Organic Chemistry II</td>
<td>8</td>
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</tbody>
</table>

Select four additional upper-division biology courses, at least three of which must be courses with a lab, plus BIO 191 below 1,2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Electives</td>
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</tr>
<tr>
<td>BIO 125</td>
<td>Principles of Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 148</td>
<td>Evolution</td>
<td>3</td>
</tr>
</tbody>
</table>

Senior Requirement

BIO 191 Senior Seminar 3 4

1 Note: Students are required to take either BIO 135 Genetics or BIO 148 Evolution, and one additional upper-division biology course before taking BIO 191 Senior Seminar.

2 Note: BIOC 141 Protein Chemistry and Enzymology may be substituted for one upper-division biology elective course.

3 Note: Students are required to take either BIO 135 Genetics or BIO 148 Evolution, AND one additional upper-division biology course before taking BIO 191 Senior Seminar.

4 Note: The additional math course in the natural science and mathematics core for the BS must be a course in statistics.

Biology Minor

(a minimum of 17 semester course credits)

<table>
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<tr>
<th>Code</th>
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<tbody>
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<tr>
<td>BIO 001</td>
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<tr>
<td>&amp; BIO 002</td>
<td>and General Biology II with Lab</td>
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Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BIO 125</td>
<td>Principles of Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 148</td>
<td>Evolution</td>
<td>4</td>
</tr>
<tr>
<td>BIO 135</td>
<td>Genetics</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two additional upper-division biology courses 6

Biopsychology

Biopsychology 510.430.2176 biopsych@mills.edu

Biopsychology is an interdisciplinary major applying the perspectives and techniques of biology and psychology to understand interactions between mind and 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 course work 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, 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 course work by completing the organic chemistry series, physics, and calculus.

Program Goals
Possess knowledge of general biological and psychological principles to understand interactions between mind/body, environment, and human behavior.

Majors

Biopsychology Major—BA
Biopsychology Major—BS

Faculty & Staff

Faculty

Elizabeth A. Bachen
Professor of Psychology
Program Head of Biopsychology
NSB 242, 510.430.2141, bachen@mills.edu
Professional Interests: Clinical psychology, women’s health, how psychological stress affects health, psychosocial and biological mechanisms of stress and health, psychoneuroimmunology

Christie Chung
Professor of Psychology
Esther Lee Mirmow Professorship
NSB 148, 510.430.2251, cchung@mills.edu
Professional Interests: Memory in old age, changes in emotional memory throughout the life span, statistical memory modeling, cognitive changes associated with Parkinson’s disease

Carol C. George
Professor of Psychology
Co-Director of Infant Mental Health Program
NSB 143, 510.430.3268, george@mills.edu
Professional Interests: Developmental psychology, social and emotional development, trauma and loss, attachment

Beth Kochly
Associate Professor of Chemistry
NSB 129, 510.430.2085, bkochly@mills.edu
Professional Interests: Mechanistic studies and reactive intermediates in organic chemistry, organic reactions in ionic liquids

Dean M. Morier
Professor of Psychology
NSB 142, 510.430.3164, dean@mills.edu

Biopsychology Major—BA

Minimum of 51 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>BIO 001</td>
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<tr>
<td>&amp; BIO 002</td>
<td>General Biology II with Lab</td>
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<tr>
<td>BIO 033</td>
<td>Genetics: Human Aspects</td>
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<td>or BIO 135</td>
<td>Genetics</td>
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<tr>
<td>BIO 175</td>
<td>Neurobiology</td>
<td>4</td>
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<tr>
<td>CHEM 017</td>
<td>General Chemistry I</td>
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<tr>
<td>&amp; CHEM 018</td>
<td>General Chemistry II</td>
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<td>CHEM 105</td>
<td>Organic Chemistry I</td>
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<tr>
<td>PSYC 132</td>
<td>Physiological Psychology</td>
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<tr>
<td>PSYC 146</td>
<td>Statistics for the Behavioral Sciences</td>
<td>4</td>
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<tr>
<td>PSYC 151</td>
<td>Research Methods in Psychology</td>
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**Senior Requirement**

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<tr>
<th>Code</th>
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<tr>
<td>BIO 191</td>
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<td>or PSYC 192</td>
<td>History and Issues in Psychology</td>
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**Electives**

Select one of the following: 3
Biopsychology Major—BS

Minimum of 43 semester course credits and general BS requirements (p. 107)

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<td>BIO 175</td>
<td>Neurobiology</td>
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<td>CHEM 105</td>
<td>Organic Chemistry I</td>
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<td>&amp; CHEM 106</td>
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<td>PSYC 049</td>
<td>Fundamentals of Psychology</td>
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<td>PSYC 132</td>
<td>Physiological Psychology</td>
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<tr>
<td>PSYC 151</td>
<td>Research Methods in Psychology 2</td>
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<table>
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<th>Senior Requirement</th>
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<td>BIO 191</td>
<td>Senior Seminar</td>
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<tr>
<td>or PSYC 192</td>
<td>History and Issues in Psychology</td>
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<table>
<thead>
<tr>
<th>Electives</th>
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<td>Select one of the following:</td>
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<td>PSYC 109</td>
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<tr>
<td>PSYC 109SL</td>
<td>Health Psychology with Service Learning</td>
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<tr>
<td>PSYC 110</td>
<td>Stress and Disease</td>
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<td>PSYC 118</td>
<td>Psychopathology</td>
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<th>Select one of the following:</th>
<th>Developmental Biology</th>
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<td>BIO 136</td>
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<tr>
<td>BIO 144</td>
<td>Animal Behavior</td>
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<tr>
<td>BIO 153</td>
<td>Human Physiology</td>
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<tr>
<td>BIO 181</td>
<td>Immunology</td>
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</table>

<table>
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<tr>
<th>Select one of the following:</th>
<th>Life-Span Developmental Psychology</th>
<th>3-4</th>
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</thead>
<tbody>
<tr>
<td>PSYC 040</td>
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<td></td>
</tr>
<tr>
<td>PSYC 148</td>
<td>Personality</td>
<td></td>
</tr>
</tbody>
</table>

Note: Before taking BIO 191 Senior Seminar, students are required to take BIO 001 General Biology I with Lab, BIO 002 General Biology II with Lab, BIO 135 Genetics, and one of the following: BIO 136 Developmental Biology, BIO 144 Animal Behavior, BIO 175 Neurobiology, or BIO 181 Immunology.

Note: The additional math course in the natural science and mathematics core must be PSYC 146 Statistics for the Behavioral Sciences.

Book Art

Book Art
510.430.2217
bookart@mills.edu (bookarts@mills.edu)

Book art at Mills offers an unprecedented opportunity for students to explore and create traditional and contemporary artists’ books in this rapidly evolving field. Mills has offered pioneering curriculum in book art since the early 1980s; today, students receive grounding in the conceptual, theoretical, historical, and craft foundations of contemporary artists’ bookmaking through classes that combine studio work and scholarly study.

Mills students can choose from a broad array of classes in various studio aspects of book art, from letterpress printing and experimental printmaking to the study of traditional and contemporary book structures. The facilities of the Eucalyptus Press and the Florence Walter Bindery provide ample equipment and materials for hands-on work. In the F. W. Olin Library, students can examine books ranging from the Nuremberg Chronicle and the Kelmscott Chaucer to the most contemporary bookworks as context and inspiration for their own creative works.

Students can take individual classes, complete the book art minor, or choose to combine book art with another field of study by creating an interdisciplinary college major. Recent college majors have incorporated subjects as diverse as studio art, anthropology and sociology, and creative writing.

Program Goals

- Gain ability in the broad range of techniques that constitute contemporary bookmaking
- Learn to develop individual projects from a content-centered base
- Develop a vocabulary for positive individual and group critique in the arts
- Develop skills for collaboration and for functioning in a diverse studio environment
- Become familiar with the history of books and print culture

Minor

Minor

Book Art Minor (p. 22)
Faculty & Staff

Faculty

Janice Braun
Special Collections Librarian
Milhaud Archivist
Director of the Center for the Book
Book Art Program
Olin Library, 510.430.2047, jbraun@mills.edu
Professional Interests: History of books and printing, illustrated books, artists’ books, the avant-garde

Julie Chen
Lovelace Family Chair in Book Art
Professor of Book Art
CPM 107, 510.430.2217, jchen@mills.edu
Professional Interests: Traditional and experimental bookbinding, artists’ books, letterpress printing

Kathleen A. Walkup
Professor of Book Art
Program Head
CPM 119, 510.430.2001, kwalk@mills.edu (kwalk@mills.edu)
Professional Interests: Nineteenth- and 20th-century women printers, history and practice of typography, women and literacy, moveable books

Staff

Isabelle Chiosso
Faculty Administrative Assistant
Art Room 121, 510.430.2217, ichiosso@mills.edu (ichiosso@mills.edu?)

Mark Sarigianis
Studio Coordinator
CPM 120, 510.430.3391, msarigianis@mills.edu

Resources


Book Art Minor

Minimum of 22 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOOK 027</td>
<td>Introduction to Book Art</td>
<td>4</td>
</tr>
<tr>
<td>BOOK 117</td>
<td>Visible Language</td>
<td>4</td>
</tr>
<tr>
<td>or BOOK 184</td>
<td>Books as Multiples: Publishing on the Letterpress</td>
<td>4</td>
</tr>
<tr>
<td>BOOK 120</td>
<td>The Structure of Books</td>
<td>4</td>
</tr>
<tr>
<td>BOOK 121</td>
<td>Building the Contemporary Book</td>
<td>4</td>
</tr>
<tr>
<td>Select three from the following:</td>
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<td></td>
</tr>
<tr>
<td>BOOK 113</td>
<td>Creating Books/Creating Art: Artists’ Books as Social Practice</td>
<td>3</td>
</tr>
<tr>
<td>BOOK 117</td>
<td>Visible Language</td>
<td>4</td>
</tr>
<tr>
<td>BOOK 120</td>
<td>The Structure of Books</td>
<td>4</td>
</tr>
</tbody>
</table>

Courses in other disciplines such as studio art, music, and dance will be considered on an individual basis.

Business Administration

Business Administration
510.430.2194
LokeySchool@mills.edu

The Mills business administration major and minor provide students with practical, employment-ready skills while enhancing their ability to creatively address social and environmental issues. The business administration major includes multiple opportunities for students to explore their roles in their communities and in civil society and to think critically about how for-profit and nonprofit organizations can lead change. They explore how entrepreneurs can build financially sustainable organizations that solve social and environmental problems. They learn to tackle complex problems, communicate their ideas persuasively, and work effectively across cultural differences.

The business administration major bridges “thinking” and “doing” by providing multiple points of connection between ideas and application, culminating in a senior project that integrates the interdisciplinary strands of the major into a consulting project prepared and delivered to an external client organization.

Program Goals

- Students will develop an appreciation for the impacts—both positive and negative—that business and other private-sector organizations have on society, and the social, ethical, and cultural contexts in which businesses function.
- Students will demonstrate an understanding of how organizational structure and behavior affects optimal performance in organizations.
- Students will develop critical thinking skills to analyze issues, weigh alternatives, make recommendations, and support those recommendations with persuasive reasoning.
- Students will learn persuasive professional writing and presentation skills appropriate to a business context.
- Students will develop quantitative and analytical skills in statistics, economics, marketing, accounting, and finance that inform effective managerial decisions.
- Students will learn how different types of businesses work and the roles of various functional areas of an organization.
Majors & Minors

Major
Business Administration Major—BA (p. 24)

Minor
Business Administration Minor (p. 25)

Accelerated Degree Programs
BA/MBA Business Administration (p. 101)
BA/Join MPP/MBA (p. 103)

Faculty & Staff

Faculty

Jasmin Ansar
Adjunct Professor
GSB 214C, 510.220.6918, jasminsparks@gmail.com
Professional Interests: Data analysis, forecasting, econometric modeling, energy markets, environmental economics

Seth Barad
Professor of Business Practice
GSB 226, sbarad@mills.edu
Professional Interests: Non-profit management, management consulting, management communication

Mark Bichsel
Professor of Business Practice
GSB 235, mbichsel@mills.edu
Professional Interests: Accounting

Neha Dave
Adjunct Professor
GSB 228, 510.430.2248, ndave@mills.edu
Professional Interests: Finance, micro and macro economic theory, development economics, economics of globalization, international trade and finance, socially responsible strategies in global business

Sam Evans
Assistant Adjunct Professor
GSB 214B, sevans@mills.edu
Professional Interests: Environmental economics, energy economics, forestry economics, applied econometrics, computable general equilibrium modeling, California economic policy

Judith Ford
Assistant Adjunct Professor
GSB 235, jford@mills.edu

Robert Girling
Assistant Adjunct Professor
GSB 235, rgirling@mills.edu

Kate Karniouchina
Dean, Lokey School of Business and Public Policy
Associate Professor of Business
GSB 229, 650.892.3755, kkarniouchina@mills.edu (kkarniouchina@mills.edu)
Professional Interests: Marketing, marketing/finance/strategy interface issues, new product development, motion pictures, Bayesian estimation and hierarchical data structures

Amy Kweskin
Visiting Instructor
GSB 235, akweskin@mills.edu

Michael Lee
Assistant Professor
GSB 229, michalee@mills.edu

Darcelle Lahr
Professor of Business Practice
GSB 230, 510.430.2344, dlahr@mills.edu
Professional Interests: Business growth strategy, business ethics, management consulting, entrepreneurship/small business management, program management

Carrie Maultsby-Lute
Assistant Adjunct Professor
GSB 235, cmaultsby@mills.edu

Jessica Notini
Associate Adjunct Professor
GSB 235, 415.973.4570, notini@pacbell.net
Professional Interests: Alternative dispute resolutions

Rebecca Portnoy
Assistant Adjunct Professor
GSB 235, rportnoy@mills.edu

Siobhan Reilly
Professor of Economics
GSB 232, 510.430.2346, sreilly@mills.edu, sreilly@mills.edu
Professional Interests: Public economics, labor economics, economics of the family, health economics, urban economics, international economics

Lorien Rice
Kathryn P. Hannan Professorship in American Studies
Professor of Economics
Economics Department Chair
GSB 233, 510.430.3113, lrice@mills.edu, lrice@mills.edu
Professional Interests: Labor economics, public policy, poverty, education economics, applied econometrics

Carolyn Sherwood Call
Director of Business Programs
GSB 224, 510.430.3365, csherwoodcall@mills.edu
Professional Interests: Climate change policy, sustainable business strategies, environmental economics, public policy, applied microeconomics

Roger Sparks
Professor of Economics
GSB 231, 510.430.2137, sparks@mills.edu
Professional Interests: Applied microeconomics, banking, energy economics, labor economics

Carol Theokary
Assistant Professor of Business
GSB 227, 510.430.2137, ctheokary@mills.edu
Professional Interests: Service design, healthcare supply chains, service quality, cost efficiency

Staff

Tayler Hammond
Administrative Assistant
510.430.2194, gsb@mills.edu

Resources


Business Administration Major—BA

Minimum of 41 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
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<tr>
<td>ECON 050</td>
<td>Introduction to Economics</td>
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<tr>
<td>ECON 081</td>
<td>Introduction to Statistics</td>
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<tr>
<td>ECON 100</td>
<td>Microeconomic Theory</td>
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<tr>
<td>ECON 116</td>
<td>Corporate Finance</td>
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<tr>
<td>ECON 136</td>
<td>Managerial Economics</td>
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<tr>
<td>MGMT 060</td>
<td>Business and Society</td>
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<tr>
<td>MGMT 073</td>
<td>Introduction to Financial Accounting</td>
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<tr>
<td>MGMT 101</td>
<td>People and Organizations</td>
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</tr>
<tr>
<td>MGMT 130</td>
<td>Marketing Management</td>
<td>3</td>
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<tr>
<td>MGMT 190</td>
<td>Senior Project</td>
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<tr>
<td>PHIL 062</td>
<td>Ethics</td>
<td>3</td>
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<tr>
<td>Electives</td>
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<tr>
<td>Select at least six semester course credits from either one or two areas; at least three semester course credits from upper-division courses. Students can choose any combination of electives or can complete a concentration.</td>
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<tr>
<td>Social-Issues</td>
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<tr>
<td>ECON 117</td>
<td>Women and the Economy</td>
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<tr>
<td>ECON 130</td>
<td>The Economics of Poverty, Inequality, and Discrimination</td>
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<tr>
<td>ECON 134</td>
<td>Public Sector Economics: The Economics of Government</td>
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<tr>
<td>ECON 141</td>
<td>Economics of Education</td>
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<td>ETHS 126</td>
<td>Theories of Race and Ethnicity</td>
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<td>HIST 116</td>
<td>History of the American City</td>
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<td>MGMT 172</td>
<td>Socially Responsible Business</td>
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<td>MGMT 175</td>
<td>Social Entrepreneurship</td>
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<td>PPOL 015</td>
<td>Introduction to Policy: Identifying and Solving Public Problems</td>
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<td>SOC 134</td>
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<td>SOC 149</td>
<td>Sociology of U.S. Immigration</td>
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<td>Environmental Issues</td>
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<td>ECON 153</td>
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<td>ENVS 022</td>
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<td>ENVS 050</td>
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<td>International Perspectives</td>
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<td>ECON 155</td>
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<td>ECON 158</td>
<td>International Finance</td>
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<td>ECON 159</td>
<td>Economic Development</td>
<td></td>
</tr>
<tr>
<td>PPOL 017</td>
<td>International Relations</td>
<td></td>
</tr>
<tr>
<td>PPOL 132</td>
<td>Theories of International Relations</td>
<td></td>
</tr>
<tr>
<td>PPOL 187</td>
<td>Comparative Politics of Social Policy</td>
<td></td>
</tr>
<tr>
<td>Marketing and Communication</td>
<td></td>
<td></td>
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<tr>
<td>ENG 102</td>
<td>Advanced Expository Writing</td>
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</tr>
<tr>
<td>ENG 107</td>
<td>Artful Prose: Grammar and Style for Writers</td>
<td></td>
</tr>
<tr>
<td>ENG 127</td>
<td>Digital Storytelling</td>
<td></td>
</tr>
<tr>
<td>ETHS 040/140</td>
<td>Activism in the Digital Age</td>
<td></td>
</tr>
<tr>
<td>MGMT 123</td>
<td>Digital Marketing</td>
<td></td>
</tr>
<tr>
<td>MGMT 133</td>
<td>Marketing Research</td>
<td></td>
</tr>
<tr>
<td>MGMT 128</td>
<td>Governmental Accounting and Nonprofit Accounting</td>
<td></td>
</tr>
</tbody>
</table>

Economics and Data Analytics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>Macroeconomic Theory</td>
<td></td>
</tr>
<tr>
<td>ECON 113</td>
<td>Money and Financial Institutions</td>
<td></td>
</tr>
<tr>
<td>ECON 118</td>
<td>Financial Derivatives</td>
<td></td>
</tr>
<tr>
<td>ECON 164</td>
<td>Econometrics and Business Forecasting</td>
<td></td>
</tr>
<tr>
<td>ECON 149</td>
<td>Strategic Behavior</td>
<td></td>
</tr>
<tr>
<td>ECON 165</td>
<td>Applied Econometrics</td>
<td></td>
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<tr>
<td>ECON 182</td>
<td>Modeling and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>ETHS 011</td>
<td>Leadership for Social Change</td>
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</tr>
<tr>
<td>MGMT 127</td>
<td>Negotiations</td>
<td></td>
</tr>
<tr>
<td>MGMT 147</td>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 170</td>
<td>Nonprofit Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 186</td>
<td>The Business of Being an Artist</td>
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</tbody>
</table>

Accounting

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 115</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>MGMT 112</td>
<td>Intermediate Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>MGMT 128</td>
<td>Governmental Accounting and Nonprofit Accounting</td>
<td></td>
</tr>
</tbody>
</table>

Concentrations

Students can choose to complete a concentration by focusing their electives on a particular area of study.

Accounting Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to MGMT 073 Financial Accounting, which is required for the Business Administration major:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGMT 115</td>
<td>Managerial Accounting</td>
<td>3-3</td>
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</table>

Select one:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 112</td>
<td>Intermediate Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>MGMT 128</td>
<td>Governmental Accounting and Nonprofit Accounting</td>
<td></td>
</tr>
</tbody>
</table>
Business Administration Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 155</td>
<td>International Trade</td>
<td></td>
</tr>
<tr>
<td>ECON 158</td>
<td>International Finance</td>
<td></td>
</tr>
<tr>
<td>ECON 159</td>
<td>Economic Development</td>
<td></td>
</tr>
<tr>
<td>PPOL 017</td>
<td>International Relations</td>
<td></td>
</tr>
</tbody>
</table>

Plus four semesters of college study of a language other than English or equivalent proficiency

Management Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 127</td>
<td>Negotiations</td>
<td>3-3</td>
</tr>
<tr>
<td>MGMT 147</td>
<td>Project Management</td>
<td>3-3</td>
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</tbody>
</table>

Marketing Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(41 semester course credits)</td>
<td></td>
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</table>

In addition to MGMT 130 Marketing Management, which is required for the Business Administration major, take:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 123</td>
<td>Digital Marketing</td>
<td>3</td>
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<tr>
<td>MGMT 133</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
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</table>

Nonprofit Management Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 170</td>
<td>Nonprofit Management</td>
<td>3-3</td>
</tr>
<tr>
<td>MGMT 128</td>
<td>Governmental Accounting and Nonprofit Accounting</td>
<td>3-3</td>
</tr>
<tr>
<td>PPOL 015</td>
<td>Introduction to Policy: Identifying and Solving Public Problems</td>
<td>3</td>
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</table>

Social Entrepreneurship Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 127</td>
<td>Negotiations</td>
<td>3-3</td>
</tr>
<tr>
<td>MGMT 172</td>
<td>Socially Responsible Business</td>
<td>3-3</td>
</tr>
<tr>
<td>MGMT 175</td>
<td>Social Entrepreneurship</td>
<td>3-3</td>
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Business Administration Minor

Minimum of 19 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ECON 050</td>
<td>Introduction to Economics</td>
<td>4</td>
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<tr>
<td>MGMT 060</td>
<td>Business and Society</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 073</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 101</td>
<td>People and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 130</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three semester course credits of electives, chosen from courses with a prefix of ECON or MGMT.

Business Economics

Business Economics
510.430.2194
economics@mills.edu

The business economics major at Mills is designed to meet the needs of students who seek careers in business, government, or nonprofit organizations. The program prepares Mills students for positions in fields such as finance, banking, economic analysis, securities trading, insurance, management consulting, and government regulation.

Our business economics students have the opportunity to study and to develop an understanding of the goals, operation, and management of business firms. In addition, they 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. The College’s location in the heart of 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.

What does a major in business economics offer to you?

Versatility

Business economics is a versatile degree. It easily connects with fields beyond business, such as finance, mathematics, political science, sociology, psychology, history, and philosophy. Mastery of business economics demands precision of thought, which is useful and highly valued in just about any career.

The Big Picture

Studying business economics enables students to see the “big picture” about how the economy works, when markets function well and when they do not, and what policies can improve economic performance.

Courses

The Mills business economics major includes courses in strategic behavior, the environment, management, finance, accounting, marketing, statistics, data analysis, and forecasting.

Theory and Data Analysis

Our business economics major allows students to discover theories and analyze data that can have significant impacts on business, consumers, and the environment.

Practical Skills

Business economics provides students with practical skills for running a business as well as valuable insights for understanding the broad range of factors that influence market performance and the economy as a whole.

Concentrations

Students majoring in Business Economics have the option to pursue concentrations in data analysis, finance, or strategy.

MAE and MBA Preparation
Upon graduation, business economics students will be well prepared to enter a masters degree program in applied economics or business administration.

Career Success

Mills graduates have gone on to become leaders at organizations including:

- Bay City Capital
- Comerica Bank
- Cushman & Wakefield
- Global Green Growth Institute
- Google
- Invesco Global Strategies
- Pacific Gas & Electric
- FDIC
- SAP
- Stanford University
- Wells Fargo
- Wind River
- Xoom Corporation

Program Goals:

- Use economic terminology appropriately and correctly.
- Develop an understanding of the goals, operation, and management of business firms and the skills useful in solving business problems.
- Collect, analyze, and present quantitative data and draw inferences from statistical measures.
- Locate, understand, and assess professional economic literature.
- Organize and present material in a systematic framework.

Majors & Minors

Major
Business Economics Major—BA (p. 26)

Minor
Economics Minor (p. 42)

Accelerated Degree Programs

BA/MAE Applied Economics (p. 101)
BA/MBA Business Administration (p. 101)

Faculty & Staff

Faculty

Neha Dave
Associate Adjunct Professor
GSB 225, 510.430.3365, ndave@mills.edu

Sam Evans
Assistant Adjunct Professor
GSB 214B, sevans@mills.edu

Professional Interests: Environmental economics, energy economics, forestry economics, applied econometrics, computable general equilibrium modeling, California economic policy

Siobhan Reilly
Professor of Economics
GSB 232, 510.430.2346, sreilly@mills.edu
Professional Interests: Public economics, labor economics, economics of the family, health economics, urban economics, international economics

Roger Sparks
Professor of Economics
GSB 231, 510.430.2137, sparks@mills.edu (sparks@mills.edu)
Professional Interests: Applied microeconomics, banking, energy economics, labor economics

Staff

Taylor Hammond
Administrative Assistant
510.430.2194, gsb@mills.edu

Business Economics Major—BA

Minimum of 44 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ECON 050</td>
<td>Introduction to Economics</td>
<td>4</td>
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<tr>
<td>ECON 081</td>
<td>Introduction to Statistics</td>
<td>3</td>
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<tr>
<td>ECON 100</td>
<td>Microeconomic Theory</td>
<td>4</td>
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<tr>
<td>ECON 136</td>
<td>Managerial Economics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 154</td>
<td>Econometrics and Business Forecasting</td>
<td>4</td>
</tr>
<tr>
<td>ECON 187</td>
<td>Internship in Business Economics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 073</td>
<td>Introduction to Financial Accounting</td>
<td>3-3</td>
</tr>
</tbody>
</table>

Senior Requirement

ECON 190 | Senior Seminar in Business Economics           | 4     |

Additional Courses

Select 15 additional semester course credits from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>Macroeconomic Theory</td>
</tr>
<tr>
<td>ECON 113</td>
<td>Money and Financial Institutions</td>
</tr>
<tr>
<td>ECON 116</td>
<td>Corporate Finance</td>
</tr>
<tr>
<td>ECON 117</td>
<td>Women and the Economy</td>
</tr>
<tr>
<td>ECON 118</td>
<td>Financial Derivatives</td>
</tr>
<tr>
<td>ECON 134</td>
<td>Public Sector Economics: The Economics of Government</td>
</tr>
<tr>
<td>ECON 139</td>
<td>Urban Economics</td>
</tr>
<tr>
<td>ECON 149</td>
<td>Strategic Behavior</td>
</tr>
<tr>
<td>ECON 153</td>
<td>Environmental Economics</td>
</tr>
<tr>
<td>ECON 155</td>
<td>International Trade</td>
</tr>
<tr>
<td>ECON 158</td>
<td>International Finance</td>
</tr>
<tr>
<td>ECON 165</td>
<td>Applied Econometrics</td>
</tr>
<tr>
<td>ECON 182</td>
<td>Modeling and Data Analysis</td>
</tr>
<tr>
<td>MGMT 112</td>
<td>Intermediate Financial Accounting</td>
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</table>
Concentrations

Students can choose to complete a concentration by focusing their electives on a particular area of study. Concentrations for Business Economics majors are available in the following areas:

Finance

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ECON 113</td>
<td>Money and Financial Institutions</td>
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<tr>
<td>ECON 116</td>
<td>Corporate Finance</td>
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</tr>
<tr>
<td>ECON 118</td>
<td>Financial Derivatives</td>
<td></td>
</tr>
<tr>
<td>ECON 158</td>
<td>International Finance</td>
<td></td>
</tr>
<tr>
<td>ECON 182</td>
<td>Modeling and Data Analysis</td>
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Strategy

<table>
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<th>Hours</th>
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<tr>
<td>ECON 136</td>
<td>Managerial Economics</td>
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<tr>
<td>ECON 142</td>
<td>Strategic Behavior</td>
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<td>GOVT 132</td>
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Data Analysis

<table>
<thead>
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<th>Hours</th>
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<tbody>
<tr>
<td>ECON 164</td>
<td>Econometrics and Business Forecasting</td>
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</tr>
<tr>
<td>ECON 165</td>
<td>Applied Econometrics</td>
<td></td>
</tr>
<tr>
<td>ECON 182</td>
<td>Modeling and Data Analysis</td>
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<tr>
<td>DATA 60</td>
<td>Data Visualization</td>
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<tr>
<td>MGMT 249</td>
<td>Business Visualization</td>
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</table>

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 foundation for 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 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 standard low-speed and high-speed ultracentrifuges, as well as numerous smaller instruments. The computer lab, located in the Betty Irene Moore Natural Sciences Building, 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 and in the summer. Employment and internships may also be arranged for the summer at local scientific laboratories.

Program Goals:

- Be able to relate chemical structure to chemical reactivity
- Understand the value of thermodynamics, kinetics and equilibrium as they relate to chemical change
- Understand the principles behind the tools and techniques used to study chemical structures and chemical reactions
- Be able to interpret the data obtained using these tools and techniques (see Goal 3)
- Be able to engage the primary chemical literature and to use its findings

Majors & Minors

Majors

Chemistry Major—BA (p. 28)
Chemistry Major—BS (p. 28)

Minor

Chemistry Minor (p. 28)

Faculty & Staff

Faculty

Sandra M. Banks
Adjunct Professor
NSB 118, 510.430.3133, smbanks@mills.edu
Professional Interests: Chemical education, organic chemistry-spectroscopy and organic chemistry reaction mechanisms

Jennifer Cassano
Assistant Adjunct Professor
SB 118, 510.430.2137, jcassano@mills.edu

Ronald Chiarello
Associate Adjunct Professor
NSB 118, 510.430.2137, rchiarello@mills.edu
Professional Interests: DNA/RNA syntheis and application development, novel labeling techniques for biomolecules, process development in biotechnology

Lynn Delker
Adjunct Professor
NSB 118, 510.430.3133, ldelker@mills.edu
Professional Interests: Physics and science education

Kristina Faul
Professor of Geochemistry and Environmental Geology
Program Head of Environmental Science and Environmental Studies
NSB 119, 510.430.2202, kfaul@mills.edu
Professional Interests: Oceanography, climate change, the chemistry of past oceans, paleoceanography

Heike Held
Assistant Adjunct Professor
NSB 118, 510.430.2137, hheld@mills.edu
Professional Interests: Oceanography, climate change, the chemistry of past oceans, paleoceanography

Camille Kaslan
Assistant Adjunct Professor
NSB 119, 510.430.2137, ckaslan@mills.edu

Beth Kochly
Associate Professor of Chemistry
NSB 129, 510.430.2085, bkochly@mills.edu
Professional Interests: Mechanistic studies and reactive intermediates in organic chemistry, organic reactions in ionic liquids

Elisabeth Wade
Associate Provost for Curricular Development
Professor of Chemistry
NSB 117, 510.430.3132, ewade@mills.edu
Professional Interests: Chemical kinetics, atmospheric pollutants, atmospheric and combustion chemistry

Staff

Antonio Arredondo
Laboratory Coordinator/Faculty Administrative Assistant
NSB 202, 510.430.2374, aarendondo@mills.edu

Chemistry Major—BA

Minimum of 50 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CHEM 017 &amp; CHEM 018</td>
<td>General Chemistry I and General Chemistry II</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 105 &amp; CHEM 106</td>
<td>Organic Chemistry I and Organic Chemistry II</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 109</td>
<td>Analytical Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 136</td>
<td>Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 145</td>
<td>Inorganic and Organometallic Chemistry with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 061 &amp; PHYS 062</td>
<td>General Physics I and General Physics II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 047</td>
<td>Calculus I</td>
<td>3</td>
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</table>

Senior Requirement

CHEM 191 Senior Seminar 4

Electives

Select four electives from the following: 1
- BIOC 141 Protein Chemistry and Enzymology 12

1  Directed research or independent study may be substituted for one elective with the approval of your major advisor.

Students majoring in chemistry are encouraged to consider additional work in math and biology. The BA in chemistry is intended to combine well with accelerated degree programs, such as the programs in public policy, education, or business.

Chemistry Major—BS

Minimum of 37 semester course credits and general BS requirements (p. 107)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CHEM 105 &amp; CHEM 106</td>
<td>Organic Chemistry I and Organic Chemistry II</td>
<td>8</td>
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<tr>
<td>CHEM 109</td>
<td>Analytical Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 134</td>
<td>Experimental Physical Chemistry</td>
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</tr>
<tr>
<td>CHEM 135</td>
<td>Quantum Mechanics</td>
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</tr>
<tr>
<td>CHEM 136</td>
<td>Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 145</td>
<td>Inorganic and Organometallic Chemistry with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 146</td>
<td>Advanced Organic Chemistry with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOC 141</td>
<td>Protein Chemistry and Enzymology</td>
<td>3</td>
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</tbody>
</table>

Senior Requirement

CHEM 191 Senior Seminar 4

Chemistry Minor

Minimum of 19 semester course credits

<table>
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<tr>
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<th>Hours</th>
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<tr>
<td>CHEM 017 &amp; CHEM 018</td>
<td>General Chemistry I and General Chemistry II</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>Organic Chemistry I</td>
<td>5</td>
</tr>
</tbody>
</table>

Select two additional courses in biochemistry, chemistry, or environmental science in consultation with your minor advisor. 8

Child Development

The School of Education offers a major and a minor in child development that encourages students to take courses in other departments. 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 during their studies, gaining hands-on, mentored experience developing, using, and evaluating early childhood curricula with children from infancy through preschool.

The major in child development aligns with the requirements for the state of California (https://www.ctc.ca.gov/credentials/req-child-dev), providing eligibility for a student to apply to become a child development master teacher or to receive a site supervisor permit for teaching in preschool and day-care centers.

The study of child development forms a strong basis for graduate school in education, psychology, and social work, and for a variety of careers, including nonprofit work, educational industry, and formal and informal learning environments such as preschools and museums.

Program Goals

- Provide students with many different theoretical perspectives and scientific and practical knowledge to understand and support human development and learning
- Prepare students to be learners and to take responsibility for their own learning
- Prepare reflective and critical thinkers who examine issues about the development of infants and young children and their relationships in various contexts: school, hospital, family, community, and with an understanding of culture
- Prepare students to work as part of a team and to develop collegial relationships with fellow students and faculty
- Prepare students to integrate theoretical and scientific knowledge in their fieldwork practicum

Majors & Minors

Majors
Child Development—BA (p. 31)
Child Development and Elementary Education—BA (p. 31)

Minors
Child Development (p. 32)

Peralta Partnership
Child Development and Elementary Education—BA (p. 32)

Accelerated Degree Programs
BA/MA Child Development & Elementary Education (p. 97)
BA/MA Early Childhood Education (p. 97)
BA/MA Early Childhood Special Education/Teaching Credential (p. 98)
BA/MA Education/Teaching Credential (p. 98)

Faculty & Staff

Faculty
Elizabeth Baker
Associate Professor of Practice
Education 223, 510.430.3154, ebaker@mills.edu
Professional Interests: Teacher research, including Japanese lesson study; pre-service and in-service science and mathematics education; gender and equity education in the urban classroom; constructivist education

Merri Besden
Assistant Adjunct Professor
mbesden@mills.edu
Professional Interests: Inclusive practices, Reggio Emilia inspired classrooms, sensory integration, facilitating social and pre-academic skills using photography and visual strategies

Kevin Collins
Visiting Assistant Professor
925.944.6850 Ext. 2010, kcollins@mills.edu
Professional Interests: School finance and equity, educational administration, utilization of student data, secondary education

Ruth Cossey
Professor of Education
Chair, MEET/TTS Program
Lynn T. White Professor
Education 216, 510.430.3190, rcossey@mills.edu
Professional Interests: Preservice and inservice mathematics and science education, sociology of education in urban environments, mathematics reform in elementary and secondary schools

Priya Shimpi Driscoll
Mary and Richard Holland Professorship in Early Childhood Education
Associate Professor of Education, Early Childhood Education
Education 215, pshimpi@mills.edu
Professional Interests: Communicative, social, and cognitive development in a diversity of learning environments; translating early childhood research into practice; the role of culture and experience in children’s attention and learning

Victoria Forrester
Lecturer
Education 210, 510.430.3191, vforrest@mills.edu
Professional Interests: Dual language learners, education equity, immigrant families, early childhood staff development, preschool curriculum

Tomás Galguera
Professor of Education
Education 217, tomasgs@mills.edu
Professional Interests: Teacher education for language-minority students, bilingual education and English-language development programs, ethnolinguistic diversity in education

Diane Ketelle
Professor of Education
Robert and Ann Wert Professorship
Interim Dean of the School of Education
Education 221, dketelle@mills.edu
Professional Interests: Administrator knowledge, administrator stories, narrative inquiry, fictionalizing real experience

Argelia Lara
Assistant Professor
Education 214, arlara@mills.edu

Korie Leigh
Assistant Adjunct Professor
Education 212, 510.430.3151, kleigh@mills.edu
Professional Interests: Child Life in alternative settings, pediatric hospice and palliative care, thanatology, childhood grief, sibling grief, disenfranchised grief, attachment and loss, expressive arts interventions, self-care, vicarious trauma, person-centered child therapy, transformative education, supervision in child life, and qualitative research methods.

Betty Lin
Adjunct Professor
Education 212, 510.430.3190, blin@mills.edu
Office Hours: Tuesday 1:00-3:00, Thursday 9:00-12:00 and by appointment
Professional Interests: Early childhood education, early childhood special education, child life, infant mental health, early childhood and special needs advocacy, cultural understanding when working with Asian families.

Alison McDonald
Director, Administrative Credential Program, Master's degree in Educational Leadership Program, Assistant Adjunct Professor
Education 210, 510.430.3148, amcdonald@mills.edu
Professional Interests: K-12 school Leadership; transformation and sustainability in the position.

Pedro E. Nava
Trefethen Faculty Award
Assistant Professor of Education
Education 222, 510.430.3166, pnava@mills.edu
Professional Interests: Urban and rural education, Latina/o education, school-community partnerships, participatory action research, communities and schools, critical pedagogy, critical race theory, (im)migrant education, geographic information systems

Patricia Nunley
Assistant Adjunct Professor
Education 212, pnunley@mills.edu
Professional Interests: The student-teacher relationship between urban black males and their teachers, consultant and educational Coach for 100 Black Men of the Bay Area Community School, professional development diversity workshops, Head Start, chronic exposure to community violence as a trauma source, global ECE and western theories, African American mental wellness

Linda Perez
Professor of Education
Abbie Valley Professor
Child Life, Special Education and Infant Mental Health Programs
Co-Director of Infant Mental Health Program
Education 213, 510.430.2328, imperez@mills.edu
Professional Interests: At-risk children and families, the application of developmental theory to special education issues, mental health and developmental disorders of infancy and early childhood

Nikole Richardson
Assistant Adjunct Professor
TTS Humanities Program Director
Education 210, 510.430.3191, nrichardson@mills.edu
Professional Interests: Teacher development, culturally responsive pedagogy, school contexts for teacher learning, history/social studies education

Tracy Trujillo
Assistant Adjunct Professor
t3trujillo@hotmail.com
Professional Interests: Advocacy of the health of infants, children, adolescents and young adults, wilderness medicine

Ron Ulrich
Lecturer, Fall
ruleich@mills.edu
Professional Interests: Math and science education, teacher development, application of hands on learning, development of critical thinking skills, and classroom norms

Wanda Watson
John and Martha Davidson Professorship
Assistant Professor
Education 216, 510.430.3161, wwatson@mills.edu
Professional Interests: Critical, inclusive, and culturally relevant teaching; urban teacher education; intersections of race, class, and gender in education; youth organizing; teaching and learning in the humanities

Vicky Webber
Assistant Adjunct Professor
Education 216, 510.430.3190, vwebber@mills.edu
Professional Interests: History and philosophy of education, ethnomathematics, teaching for equity and social justice

Staff
Gabriela Cervantes-Powell
Budget Manager, Academic Coordinator for Educational Leadership
School of Education
Kimball 5, 510.430.3255, gpowellcervantes@mills.edu

Sharlene Shah
Academic Coordinator
Teachers for Tomorrow’s Schools
Kimball 3, 510.430.3384, sshah@mills.edu

Travia Fitzpatrick
Assistant Director of Enrollment for the School of Education
Education 202, 510.430.3170, tsmith@mills.edu

Natalie Stone
Director of Strategic Initiatives and Partnerships
School of Education
Education 210, 510.430.3199, nstone@mills.edu

Tess Unger
Executive Assistant to the Dean, Academic Coordinator for Early Childhood Education
School of Education
Education 203, 510.430.3190, tunger@mills.edu

Resources
- Center for Play Research (https://inside.mills.edu/academics/undergraduate/educ/cfpr_current_rsch.php)
Child Development Major—BA

Minimum of 39 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>EDUC 036/136</td>
<td>Introduction to Development and Learning in Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 133</td>
<td>Curriculum and Environments in Early Childhood Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 134</td>
<td>Research Methodology for Observing Children</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 137</td>
<td>Language Development: Literacy, bilingualism, and communication</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 138</td>
<td>Social, Emotional, and Moral Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 160</td>
<td>History and Theories of Play in Human Development, Culture, and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 191A</td>
<td>Theory and Practice of Early Childhood Education: Infancy/Young Children</td>
<td>4-6</td>
</tr>
<tr>
<td>EDUC 191B</td>
<td>Theory and Practice of ECE: Curriculum and Instruction for Infants and Toddlers with Special Needs</td>
<td>4-6</td>
</tr>
<tr>
<td>EDUC 194A</td>
<td>Senior Seminar: Child Development</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 194B</td>
<td>Senior Seminar: Child Development II</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 114</td>
<td>Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 155</td>
<td>Children with Special Needs: Infants and Young Children</td>
<td>3</td>
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</tbody>
</table>

Select an additional 3-9 semester course credits from the following 3-9 to complete the major: 3

- EDUC 101 Social Foundations of Education
- EDUC 102 Teaching for Diversity
- EDUC 103 Public Policy: Children, Youth, and Family Issues
- EDUC 120 Urban Education
- EDUC 125 Inquiry and Action in Urban Contexts
- EDUC 142 The Hospitalized Child
- EDUC 155 Children with Special Needs: Infants and Young Children
- EDUC 156 Grief & Loss: Children & Families
- EDUC 176 Leadership and Administration in Early Childhood Programs

1 For transfer students who have completed early childhood practicum outside of Mills, consult with your advisor on these requirements.
2 EDUC 114 Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Setting and EDUC 176 Leadership and Administration in Early Childhood Programs required for ADP program. Students interested in this program should take these courses.
3 We will accept courses from this list of education courses or psychology, anthropology or sociology courses that would be decided upon with the approval of a departmental advisor.

Child Development & Elementary Education—BA

Minimum of 60 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 036</td>
<td>Introduction to Development and Learning in Young Children</td>
<td>3</td>
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<tr>
<td>EDUC 025</td>
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First Year

<table>
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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>EDUC 036</td>
<td>Introduction to Development and Learning in Young Children</td>
<td>3</td>
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</table>

Second Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 138</td>
<td>Social, Emotional, and Moral Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 160</td>
<td>History and Theories of Play in Human Development, Culture, and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 134</td>
<td>Research Methodology for Observing Children</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 120</td>
<td>Urban Education</td>
<td>3-4</td>
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</table>

Third Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 137</td>
<td>Language Development: Literacy, bilingualism, and communication</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 191A</td>
<td>Theory and Practice of Early Childhood Education: Infancy/Young Children</td>
<td>4-6</td>
</tr>
</tbody>
</table>

Select one:

- EDUC 114 Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Setting
- EDUC 155 Children with Special Needs: Infants and Young Children

Fourth Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 173A</td>
<td>Child Life Seminar &amp; Clinical Skills</td>
<td>3-3</td>
</tr>
<tr>
<td>EDUC 173B</td>
<td>Field Experience in Child Life in Hospitals II</td>
<td>2-6</td>
</tr>
<tr>
<td>EDUC 100</td>
<td>Introduction to Working in the Child Care Field</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 179</td>
<td>Directed Research</td>
<td>1-4</td>
</tr>
<tr>
<td>EDUC 103</td>
<td>Public Policy: Children, Youth, and Family Issues</td>
<td>3</td>
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</table>
Child Development Minor

Minimum of 16 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 133</td>
<td>Curriculum and Environments in Early Childhood Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 176</td>
<td>Leadership and Administration in Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 194A</td>
<td>Senior Seminar: Child Development</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 194B</td>
<td>Senior Seminar: Child Development II</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 136</td>
<td>Introduction to Development and Learning in Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

EDUC 147

EDUC 152

Recommended:

EDUC 133
Curriculum and Environments in Early Childhood Education Programs
3

EDUC 176
Leadership and Administration in Early Childhood Programs
3

EDUC 194A
Senior Seminar: Child Development
3-4

EDUC 194B
Senior Seminar: Child Development II
3-4

EDUC 136
Introduction to Development and Learning in Young Children
3

EdUC 149

Child Development Minor

Minimum of 16 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 036/136</td>
<td>Introduction to Development and Learning in Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 134</td>
<td>Research Methodology for Observing Children</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 114</td>
<td>Family Systems and Cultural Diversity. Connections with Schools, Communities, and Hospital Setting</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 155</td>
<td>Children with Special Needs: Infants and Young Children</td>
<td>3</td>
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</tbody>
</table>

Select an additional 6 semester course credits from the following:

EDUC 101
Social Foundations of Education

EDUC 137
Language Development: Literacy, bilingualism, and communication

EDUC 138
Social, Emotional, and Moral Development and Learning

EDUC 142
The Hospitalized Child

EDUC 155
Children with Special Needs: Infants and Young Children

EDUC 156
Grief & Loss: Children & Families

EDUC 160
History and Theories of Play in Human Development, Culture, and Education

PSYC 040/140
Life-Span Developmental Psychology

PSYC 165
Infancy

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.

Child Development & Elementary Education for Peralta Partnership

At Mills, the Child Development and Elementary Education program will include classes for students’ third year that emphasize an understanding of linguistic diversity, cognitive development, urban education and child development. In their fourth year, students will complete coursework for the credential along with their student teaching. While at Mills, students will fulfill their remaining General Education requirements required to be taken at Mills. Courses in the current program of study (EDUC 120, EDUC 125) can be used to fulfill the general education requirement of Community Engagement. Students will need to take a course satisfying the Race, Gender, and Power requirement.

Third Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 137</td>
<td>Language Development: Literacy, bilingualism, and communication</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 194A</td>
<td>Senior Seminar: Child Development</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 194B</td>
<td>Senior Seminar: Child Development II</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 155</td>
<td>Children with Special Needs: Infants and Young Children</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 191B</td>
<td>Theory and Practice of ECE: Curriculum and Instruction for Infants and Toddlers with Special Needs</td>
<td>3</td>
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</tbody>
</table>

Fourth Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 373A</td>
<td>Student Teaching in the Elementary School</td>
<td>2-12</td>
</tr>
<tr>
<td>EDUC 373B</td>
<td>Student Teaching in the Elementary School</td>
<td>2-12</td>
</tr>
<tr>
<td>EDUC 300A</td>
<td>Curriculum and Instruction in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 300B</td>
<td>Curriculum and Instruction in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 379A</td>
<td>Teaching Reading and LA: Elem.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 379B</td>
<td>Teaching Lang Arts: Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 303A</td>
<td>Teaching Children Mathematics and Science I</td>
<td>3</td>
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<tr>
<td>EDUC 303B</td>
<td>Teaching Children Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 236</td>
<td>Development and Learning: Infancy through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 347A</td>
<td>Introduction to the Profession of Teaching Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 347B</td>
<td>Introduction to the Profession of Teaching Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 352</td>
<td>English Language Development and Content Instruction Methods-Multiple Subj.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 349</td>
<td>Perspectives on Disability, Inclusion, and Assessment</td>
<td>2</td>
</tr>
</tbody>
</table>

Chinese Language & Culture

Chinese Language & Culture
510.430.3167
chinese@mills.edu

China is a region of major cultural and political importance. The Chinese language and culture minor provides students with the opportunity to further their knowledge of the region and to receive a degree that reflects this linguistic and cultural proficiency. The program, by offering
a minor based on existing courses, gives coherence and structure to the educational experience of students already taking courses in Chinese in the department of literatures and languages, and on topics in a variety of departments (e.g. art history, ethnic studies, history, government, public policy).

Minor
Chinese Language & Culture Minor (p. 33)

Faculty & Staff
Faculty
Chih-Mei Chen
Assistant Adjunct Professor
Mills Hall Room 324, 510.430.2036, chchen@mills.edu

Staff
Tonianne Nemeth
Department Administrator
Mills Hall Room 310, 510.430.2217, tnemeth@mills.edu

Chinese Language and Culture Minor

Minimum of 19 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CHNS 001</td>
<td>Elementary Chinese I</td>
<td>4</td>
</tr>
<tr>
<td>CHNS 002</td>
<td>Elementary Chinese II</td>
<td>4</td>
</tr>
<tr>
<td>CHNS 003</td>
<td>Intermediate Chinese III</td>
<td>4</td>
</tr>
<tr>
<td>CHNS 004</td>
<td>Intermediate Chinese IV</td>
<td>4</td>
</tr>
<tr>
<td>CHNS 005</td>
<td>Advanced Chinese V</td>
<td>4</td>
</tr>
<tr>
<td>CHNS 100</td>
<td>Chinese Culture Through Film</td>
<td>3</td>
</tr>
<tr>
<td>CHNS 180</td>
<td>Special Topics ¹</td>
<td>0.25-1.25</td>
</tr>
</tbody>
</table>

¹ Check the course descriptions to see which special topics courses (p. ___) will be offered.

Note: The minor in Chinese Language and Culture requires five courses, passed with a C or higher.

Study abroad is strongly encouraged both for language acquisition and the attainment of cultural competency. Up to three courses, taken abroad in a Chinese-speaking country are eligible to fulfill the requirements for the minor. Up to two courses, from an accredited university are eligible to fulfill the requirements for the minor. In all cases, whether the credits are from a Mills-affiliated study abroad program or transfer credits from any institution, the credits equivalency, if any, will be determined by the Mills Chinese Language and Culture Program director.

Communication
The Communication major invites students to approach the rapidly expanding field of communication as critics, historians, analysts, and producers of media, in all its forms. The Communication major draws on courses from across the College to provide students with an opportunity to build a base of understanding, using a diverse array of critical, analytical and applied skills reflecting a range of disciplinary approaches within the major’s three major concentrations. To this end, the Communication major introduces students to the fundamental skills and modes of analysis, production, and critique in the dynamic media environment of the 21st century.

The Communication major at Mills College consists of a core of four courses; five electives, four of which must be selected from the offerings in one of three Communication sub-fields; and a senior capstone experience, consisting of either a senior signature experience in an approved course or directed research as approved by the concentration/major committee. Students seeking honors in the major must also complete a Senior Thesis, supervised by a faculty member affiliated with the major.

The core consists of four courses. Including a lower-division Introduction to Communication course that introduces students to the history, politics and theories of communication and to the three concentrations. Presence and Public Speaking is a key skill for all Communication majors, and a transferable credit from our Peralta Partners, making the major particularly accessible for transfer students. In addition, all students must complete two applied communication courses. Beyond the core, all students must choose one of three concentrations, and complete a capstone experience. The three concentrations are Business Communication, Political Communication, and Media and Cultural Studies.

Program Goals

• Demonstrate the ability to analyze and evaluate written, audio, digital, and visual communication by applying social scientific, humanities-based, and qualitative approaches.
• Demonstrate an understanding of the issues shaping the production of communication media, as well as the politics and economics of access to the means of media production.
• Demonstrate an understanding of the impact of media on diverse constituencies of consumers (readers, listeners, viewers, internet users) across a range of identities and economic conditions, geographic locations, and cultural groups.
• Demonstrate the ability to produce effective oral, written, visual, digital, and hybrid communication by adapting their public discourse to diverse audiences within multiple contexts.
• Demonstrate familiarity with Associate Press and Chicago Manual, the most commonly utilized stylebooks for journalism, public relations, and business communication.

Major
Communication—BA (p. 34)

Faculty & Staff
Ajuan Mance
Certificate of Commendation for the Advancement of Digital Learning
Professor of English
Mills Hall Room 311, 510.430.2213, amance@mills.edu

Professional Interests: African American literature, 19th-century American literature, US popular culture, the oral tradition in US literature, Black feminist thought, African American art
Communication—BA

The Communication Major requires a minimum of 35 semester course credits, distributed across 10 courses. The major has three components, the foundation sequence, electives (including your concentration), an internship, and a signature capstone experience.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>THS 020</td>
<td>Communication, Presence and Public Speaking</td>
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<tr>
<td>COMM 001</td>
<td>Introduction to Communication</td>
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</table>

Two Courses in Applied Communication ¹

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<tbody>
<tr>
<td>CS 062</td>
<td>Contemporary Computing</td>
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<tr>
<td>ENG 072</td>
<td>Journalism I: Reporting, Writing &amp; Editing</td>
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<tr>
<td>ENG 073</td>
<td>Journalism II: Introduction to Digital Journalism</td>
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</tr>
<tr>
<td>ENG 116</td>
<td>Intro to Podcasting</td>
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</tr>
<tr>
<td>ENG 127</td>
<td>Digital Storytelling</td>
<td></td>
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<tr>
<td>ENG 180</td>
<td>Special Topics in Literature and Culture</td>
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<tr>
<td>ETHS 040</td>
<td>Activism in the Digital Age</td>
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<tr>
<td>IART 047</td>
<td>Video I</td>
<td></td>
</tr>
<tr>
<td>IART 148</td>
<td>Video II</td>
<td></td>
</tr>
<tr>
<td>MGMT 123</td>
<td>Digital Marketing</td>
<td></td>
</tr>
</tbody>
</table>

Concentration Electives: Students must complete four courses in one of three concentrations. Students may select to concentrate in either Business Communication, Media and Cultural Studies, or Political Communication. No more than two of the four electives can be taken at the lower division.

Concentrations

Business Communication Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 060</td>
<td>Business and Society</td>
<td></td>
</tr>
<tr>
<td>MGMT 101</td>
<td>People and Organizations</td>
<td></td>
</tr>
<tr>
<td>MGMT 123</td>
<td>Digital Marketing</td>
<td></td>
</tr>
<tr>
<td>MGMT 127</td>
<td>Negotiations</td>
<td></td>
</tr>
<tr>
<td>MGMT 130</td>
<td>Marketing Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 133</td>
<td>Marketing Research</td>
<td></td>
</tr>
</tbody>
</table>

Students must take at least one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 062</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>PPOL 139</td>
<td>Ethical Reasoning in Politics and Public Policy</td>
<td></td>
</tr>
<tr>
<td>PSYC 155</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 158</td>
<td>Psychology of Intergroup Relations and Prejudice</td>
<td></td>
</tr>
</tbody>
</table>

Media and Cultural Studies Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOOK 117</td>
<td>Visible Language</td>
<td></td>
</tr>
<tr>
<td>or BOOK 143</td>
<td>History of the Book</td>
<td></td>
</tr>
<tr>
<td>ENG 010</td>
<td>Introduction to Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 011/111</td>
<td>Craft of Creative Writing</td>
<td></td>
</tr>
<tr>
<td>ENG 072</td>
<td>Journalism I: Reporting, Writing &amp; Editing</td>
<td></td>
</tr>
<tr>
<td>ENG 073</td>
<td>Journalism II: Introduction to Digital Journalism</td>
<td></td>
</tr>
</tbody>
</table>

Students must take at least two of the following:

Students must take at least one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETHS 040</td>
<td>Activism in the Digital Age</td>
<td></td>
</tr>
<tr>
<td>ETHS 113</td>
<td>Comics and Politics: Visual Culture, Power, and Ideology</td>
<td></td>
</tr>
<tr>
<td>ETHS 114</td>
<td>Representing Blackness: Film and Literature in Africa and the Diaspora</td>
<td></td>
</tr>
<tr>
<td>ETHS 188</td>
<td>Film, Color, and Culture: Images of People of Color in Cinema</td>
<td></td>
</tr>
</tbody>
</table>

Your five electives may also include one of the following (in addition to the four courses in your chosen concentration):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 062</td>
<td>Contemporary Computing</td>
<td></td>
</tr>
<tr>
<td>EDUC 137</td>
<td>Language Development: Literacy, bilingualism, and communication</td>
<td></td>
</tr>
</tbody>
</table>

A second semester of a language course

Political Communication Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL 015</td>
<td>Introduction to Policy: Identifying and Solving Public Problems</td>
<td></td>
</tr>
<tr>
<td>PPOL 016</td>
<td>Comparative Politics</td>
<td></td>
</tr>
<tr>
<td>PPOL 017</td>
<td>International Relations</td>
<td></td>
</tr>
</tbody>
</table>

Students must take at least one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 062</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>PPOL 139</td>
<td>Ethical Reasoning in Politics and Public Policy</td>
<td></td>
</tr>
</tbody>
</table>

Students must take at least one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETHS 040/140</td>
<td>Activism in the Digital Age</td>
<td></td>
</tr>
<tr>
<td>ETHS 180</td>
<td>Special Topics in Ethnic Studies</td>
<td></td>
</tr>
<tr>
<td>PPOL 118</td>
<td>Women’s Leadership in Politics: Theory and Practice</td>
<td></td>
</tr>
</tbody>
</table>

Students must take at least one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA 60</td>
<td>Data Visualization</td>
<td></td>
</tr>
<tr>
<td>PHIL 144</td>
<td>Language, Meaning, and Understanding</td>
<td></td>
</tr>
<tr>
<td>PHIL 028/128</td>
<td>Political Philosophy</td>
<td></td>
</tr>
<tr>
<td>PPOL 103</td>
<td>Written and Oral Communication for Policy and Politics</td>
<td></td>
</tr>
</tbody>
</table>

Senior Project: Each communication major must complete a senior signature experience in an approved course or directed research as approved by the concentration/major committee.

¹ You may take more than two if the concentration includes them as electives, but courses taken as part of the applied communication core requirement may not be counted toward the four-course concentration or emphasis.

Computer Science

Computer Science
In view of the pervasive roles that quantitative analysis and technology play throughout our society, a basic familiarity with the discipline of 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 computer science and of providing them with the high-quality instruction they need to succeed in this discipline. Encouraging 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 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 one professor and one 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.

Computer Science Major and Minor

Today, the major and minor encompass the core curriculum recommended by the Association for Computing Machinery. The major is designed to provide 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.

To declare a major in computer science, a student must have completed CS 063 Introduction to Computer Science, CS 064 Computer Concepts and Intermediate Programming, CS 124 Data Structures and Algorithms, and MATH 004 Discrete Mathematics I. The grade in each of these courses must be at least a B-. 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 CS 063 Introduction to Computer Science, CS 064 Computer Concepts and Intermediate Programming, CS 124 Data Structures and Algorithms, and MATH 004 Discrete Mathematics I.

Accelerated Degree Program: BA/MA in Interdisciplinary Computer Science

Mills offers a unique Accelerated Degree Program: BA/MA in interdisciplinary computer science (p. 100). 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. Students may minor in computer science and pursue a BA/MA in interdisciplinary computer science.

Undergraduates at Mills are encouraged to apply for admission to the program and, if possible, make their intentions known by their junior year. At that time, they will be assigned a second advisor, one in computer science.

Program Goals:
- Design and write a correct computer program
- Understand how computer systems (including architecture, operating systems, networks, and compilers) work
- Understand and apply the mathematical concepts underlying computer science
- Form interdisciplinary connections and apply computer science to meeting human needs

Majors & Minors

Major

Computer Science Major—BA (p. 36)

Minor

Computer Science Minor (p. 36)

Accelerated Degree Program

BA/MA in Interdisciplinary Computer Science (p. 100)

Faculty & Staff

Faculty

Almudena Konrad
Associate Professor of Computer Science
CPM Room 204, 510.430.2201, akonrad@mills.edu
Professional Interests: Computer networks, wireless communication, modeling, analysis and prediction of network measurements

Barbara Li Santi
Professor of Mathematics and Computer Science
CPM Room 200B, 510.430.2247, barbara@mills.edu
Professional Interests: Artificial intelligence applications in education, cognitive science, intelligent tutoring systems, computer science education, linear algebra

Ellen Spertus
Kilgore-Snyder Professorship
Professor of Computer Science
CPM Room 201, 510.430.2138, spertus@mills.edu
Professional Interests: Structured information retrieval, online communities, gender in computer science, social effects of computing

Susan S. Wang
Interdisciplinary Computer Science Program Head
Professor of Computer Science
CPM Room 202, 510.430.2138, wang@mills.edu
Professional Interests: Design and analysis of algorithms, very large-scale integrated systems, parallel computation

Staff

Holly Robinson
Faculty Administrative Assistant
CPM Room 104, 510.430.2226, holly@mills.edu

Resources

- Summer Internships (https://inside.mills.edu/academics/undergraduate/cs/summer_internships.php)
• Talks and Workshops (https://inside.mills.edu/academics/undergraduate/cs/talks_workshops.php)
• Off-campus Tours and Talks (https://inside.mills.edu/academics/undergraduate/cs/tours.php)
• Department Awards (https://inside.mills.edu/academics/undergraduate/cs/departmet_awards.php)

Computer Science Major—BA

Minimum of 48 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>CS 063</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CS 064</td>
<td>Computer Concepts and Intermediate Programming</td>
<td>4</td>
</tr>
<tr>
<td>CS 111</td>
<td>Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>CS 114</td>
<td>Programming Languages</td>
<td>4</td>
</tr>
<tr>
<td>CS 124</td>
<td>Data Structures and Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CS 125</td>
<td>Theory of Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>MATH 004</td>
<td>Discrete Mathematics I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 006</td>
<td>Discrete Mathematics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Select four courses (with at least one selected from the first three) from the following: 16

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 100</td>
<td>Data, Apps, and Analytics in the Cloud</td>
<td>4</td>
</tr>
<tr>
<td>CS 113</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS 114</td>
<td>Programming Languages</td>
<td></td>
</tr>
<tr>
<td>CS 115</td>
<td>Mobile Application Development</td>
<td></td>
</tr>
<tr>
<td>CS 122</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS 125</td>
<td>Theory of Algorithms</td>
<td></td>
</tr>
<tr>
<td>CS 127</td>
<td>Linear of Algorithms</td>
<td></td>
</tr>
<tr>
<td>CS 128</td>
<td>Theory of Computation</td>
<td></td>
</tr>
<tr>
<td>CS 131</td>
<td>Computer Networks</td>
<td></td>
</tr>
<tr>
<td>CS 133</td>
<td>Cryptography and Network Security</td>
<td></td>
</tr>
<tr>
<td>CS 141</td>
<td>Machine Learning</td>
<td></td>
</tr>
<tr>
<td>CS 142</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS 170</td>
<td>Software Engineering</td>
<td></td>
</tr>
<tr>
<td>CS 180</td>
<td>Topics in Computer Science</td>
<td></td>
</tr>
<tr>
<td>CS 186</td>
<td>Web Programming</td>
<td></td>
</tr>
</tbody>
</table>

Recommended

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 047</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 048</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 050</td>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 102</td>
<td>Probability and Statistics</td>
<td></td>
</tr>
</tbody>
</table>

And additional courses in computer science and mathematics.

1 Check the course descriptions (p. ) to see which special topics courses will be offered. May be repeated with different topics.

Computer Science Minor

Minimum of 24 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>CS 063</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CS 064</td>
<td>Computer Concepts and Intermediate Programming</td>
<td>4</td>
</tr>
</tbody>
</table>

Dance

Dance
510.430.2175
dance@mills.edu

The Mills College Dance Program is dynamic, multifaceted, and visionary, like the Bay Area itself. Dancers often arrive on campus as tappers, ballet dancers, hip-hop artists, musical theater practitioners, world dance dancers or improvisers. They graduate as that and more: as confident, articulate, and thinking movers situated in a global community of artists. Artistic voices become refined, minds are stretched, and hearts are made larger by the joy of learning in a community of impassioned peers and professors.

The College’s dance major is divided into three areas of concentration: dance, dance/theater and dance and digital performance. These share a group of core classes and then branch into focused study, letting students opt for a program that closely fits their performance and academic passions.

Because we are dedicated to the dancer as a whole being, the Dance Department provides a curriculum that deepens the conversation between body and mind through such courses as somatics, dance history, live and digital media, dance studies and cultures, improvisation, and composition. The Mills College Repertory Dance Company invites students to sharpen their performance skills under the guidance of gifted faculty and renowned visiting artists, while the annual Undergrad Underground gives our undergraduates the chance to curate and mount a show of their own devising. Undergraduates also get to work closely with our small, committed group of MFA and/or MA students, engage with noted members of the dance community, go on field trips and attend life-changing performances at some of the many theaters in the area. Each year the department also participates in the exciting inter-college Bay Area Dance Exchange, often hosted by Stanford University, and the American College Dance Festival, which represents colleges by region across the country.
Program Goals:
- Develop the technical, creative, and intellectual skills needed to be an original performer
- Develop the technical, creative, and intellectual skills to be a choreographer
- Develop the analytical and communication skills to contextualize dance socially, culturally, and historically
- Develop the confidence and skill for self-directed engagement in the field

Majors & Minors
Major
Dance Major—BA (p. 37)

Minor
Dance Minor (p. 38)

Faculty & Staff
Faculty
Kara Davis
Artist in Residence
Richards Lodge 103, 510.430.3261, kadavis@mills.edu
Office Hours: By appointment only
Professional Interests: Classical ballet, improvisation, contemporary dance and partnering, dance pedagogy, choreographic/collaborative process, corporeal empowerment

Sonya Delwaide
Professor of Dance
Richards Lodge 104, 510.430.3258, sdelwaide@mills.edu
Professional Interests: Modern techniques, ballet, choreography, composition, partnering, movement for actors, dance theater, repertory

Molissa Fenley
Professor of Dance, Spring
Richards Lodge 102, 510.430.3185, mfenley@mills.edu
Professional Interests: Choreography, repertory, technique, thesis supervision

Katherine McGinity
Visiting Adjunct Professor, Spring
Richards Lodge 102, 510.430.3185, kmcginity@mills.edu
Professional Interests: Classical and contemporary ballet, choreography and improvisation, the Balanchine legacy, Laban Movement Analysis, dance pedagogy, Vaudeville, musical theater, tap dance as an American art form, 20th century German choreographers

Ann Murphy
Mary S. Metz Professorship for Excellence and Creativity in Teaching Associate Professor of Dance
Department Head
Richards Lodge 107, 510.430.3301, amurphy@mills.edu
Professional Interests: The role of the American West in the rise of 20th century dance; the screendance partnership of Bill Robinson and Shirley Temple; Africanist influences in the dance of Molissa Fenley; dance criticism; dance at the margins; contemporary ballet

Sheldon Smith
Associate Adjunct Professor

Staff
Sylvia Nuzzo Philis
Faculty Administrative Assistant
Richards Lodge 108, 510.430.2175, snuzzophillis@mills.edu

Dance Major—BA
Minimum of 35 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 002</td>
<td>Introduction to Dance Studies: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>DNC 034/134</td>
<td>Dance Improvisation</td>
<td>1</td>
</tr>
<tr>
<td>DNC 037</td>
<td>How to Make Dances</td>
<td>2</td>
</tr>
<tr>
<td>DNC 159</td>
<td>Stage Production</td>
<td>2</td>
</tr>
<tr>
<td>DNC 165</td>
<td>Modern to Contemporary Performance: History, Theory, and Practice</td>
<td>3</td>
</tr>
<tr>
<td>DNC 184</td>
<td>Choreography: Construction Project</td>
<td>2</td>
</tr>
</tbody>
</table>

Concentrations
Dance

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 013/113</td>
<td>Somatic Arts</td>
<td>1</td>
</tr>
<tr>
<td>DNC 155A</td>
<td>Repertory Dance Company</td>
<td>2</td>
</tr>
<tr>
<td>DNC 157</td>
<td>Music and Dance</td>
<td>3</td>
</tr>
<tr>
<td>DNC 170</td>
<td>Seminar in Interdisciplinary Collaboration</td>
<td>2-3</td>
</tr>
</tbody>
</table>

Technique: select 7 semester course credits from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 001/101</td>
<td>Elementary Ballet</td>
<td>1</td>
</tr>
<tr>
<td>DNC 003/103</td>
<td>Intermediate Ballet</td>
<td>1</td>
</tr>
<tr>
<td>DNC 005/105</td>
<td>Dance Technique I</td>
<td>1</td>
</tr>
<tr>
<td>DNC 011/111</td>
<td>Ballet Barre</td>
<td>1</td>
</tr>
<tr>
<td>DNC 014/114</td>
<td>Dance Forms from Here, There and Everywhere</td>
<td>1</td>
</tr>
<tr>
<td>DNC 015/115</td>
<td>Jazz</td>
<td>1</td>
</tr>
<tr>
<td>DNC 107</td>
<td>Dance Technique II</td>
<td>1</td>
</tr>
<tr>
<td>DNC 108</td>
<td>Dance Technique II</td>
<td>1</td>
</tr>
<tr>
<td>DNC 109</td>
<td>Dance Technique III</td>
<td>1</td>
</tr>
<tr>
<td>DNC 110</td>
<td>Movement Research</td>
<td>1</td>
</tr>
<tr>
<td>DNC 155A/155B</td>
<td>Repertory Dance Company</td>
<td>1</td>
</tr>
<tr>
<td>DNC 180</td>
<td>Special Topics in Dance</td>
<td>1</td>
</tr>
</tbody>
</table>

Senior Thesis-Research-Choreography

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 190</td>
<td>Senior Project in Dance Research</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives: select five semester course credits from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 131</td>
<td>Screendance</td>
<td>3</td>
</tr>
<tr>
<td>DNC 155A</td>
<td>Repertory Dance Company</td>
<td>1-2</td>
</tr>
<tr>
<td>DNC 155B</td>
<td>Repertory Dance Company</td>
<td>1-2</td>
</tr>
<tr>
<td>DNC 179</td>
<td>Labanotation Studies</td>
<td>2</td>
</tr>
</tbody>
</table>
Dance Minor

Minimum of 20 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 180</td>
<td>Special Topics in Dance</td>
<td>1-3</td>
</tr>
<tr>
<td>DNC 182</td>
<td>Group Choreography</td>
<td>2</td>
</tr>
<tr>
<td>DNC 183</td>
<td>Advanced Seminar in Dance</td>
<td>3</td>
</tr>
<tr>
<td>DNC 187</td>
<td>Digital Performance</td>
<td>2-3</td>
</tr>
<tr>
<td>DNC 196</td>
<td>Digital Performance</td>
<td>2-3</td>
</tr>
</tbody>
</table>

Dance & Digital Performance

Complete the following:

- DNC 131 Screendance                                3
- DNC 187 2-3
- DNC 196 Digital Performance                        2-3

Technique: select 5 semester course credits from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 001/101</td>
<td>Elementary Ballet</td>
<td>1</td>
</tr>
<tr>
<td>DNC 003/103</td>
<td>Intermediate Ballet</td>
<td>1</td>
</tr>
<tr>
<td>DNC 005/105</td>
<td>Dance Technique I</td>
<td>1</td>
</tr>
<tr>
<td>DNC 011/111</td>
<td>Ballet Barre</td>
<td>1</td>
</tr>
<tr>
<td>DNC 014/114</td>
<td>Dance Forms from Here, There and Everywhere</td>
<td>1</td>
</tr>
<tr>
<td>DNC 015/115</td>
<td>Jazz</td>
<td>1</td>
</tr>
<tr>
<td>DNC 107 1</td>
<td>Dance Technique II</td>
<td>1</td>
</tr>
<tr>
<td>DNC 108 1</td>
<td>Dance Technique II</td>
<td>1</td>
</tr>
<tr>
<td>DNC 109 1</td>
<td>Dance Technique III</td>
<td>1</td>
</tr>
<tr>
<td>DNC 110 1</td>
<td>Movement Research</td>
<td>1</td>
</tr>
<tr>
<td>DNC 155A/155B</td>
<td>Repertory Dance Company</td>
<td>1-2</td>
</tr>
<tr>
<td>DNC 180 4</td>
<td>Special Topics in Dance</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Senior Thesis-Research-Choreography

- DNC 190 Senior Project in Dance Research             3

Electives: select four semester course credits from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 131</td>
<td>Screendance</td>
<td>2</td>
</tr>
<tr>
<td>DNC 155A/155B</td>
<td>Repertory Dance Company</td>
<td>2</td>
</tr>
<tr>
<td>DNC 170 2-3</td>
<td>Seminar in Interdisciplinary Collaboration</td>
<td></td>
</tr>
<tr>
<td>DNC 180 4</td>
<td>Special Topics in Dance</td>
<td>1-3</td>
</tr>
<tr>
<td>DNC 182 2</td>
<td>Group Choreography</td>
<td>2</td>
</tr>
<tr>
<td>DNC 183 3</td>
<td>Advanced Seminar in Dance</td>
<td>3</td>
</tr>
<tr>
<td>DNC 187 2-3</td>
<td>Digital Performance</td>
<td></td>
</tr>
<tr>
<td>THS 017 1</td>
<td>Embodied Movement</td>
<td>1</td>
</tr>
<tr>
<td>THS 106 2-3</td>
<td>Acting Fundamentals II</td>
<td></td>
</tr>
<tr>
<td>THS 143 2</td>
<td>Acting for Camera</td>
<td>2</td>
</tr>
</tbody>
</table>

Students interested in enrolling in either DNC 107 Dance Technique II or DNC 110 Movement Research must attend the first class of the semester as an audition. Placement decisions will be announced immediately after this class. Dance majors expected to attend regular technique classes and demonstrate clear progress in their physical training. Students are also expected to participate in special activities of the department, including setting up, crewing, and striking dance productions.

8 semester credits total, at least one credit select from each of the course listed.

Seniors are required to take either DNC 190 Senior Project in Dance Research or DNC 191 Senior Project in Dance Research: Choreography. Students are welcome to take both.

Note: Majors should expect to incur additional costs related to their senior project.

Students enrolled in DCN 155A/155B have to concurrently enroll in at least one technique class that meets twice a week.

Dance Minor

Minimum of 20 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 002</td>
<td>Introduction to Dance Studies: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>DNC 034/134</td>
<td>Dance Improvisation</td>
<td>1</td>
</tr>
<tr>
<td>DNC 037 2</td>
<td>How to Make Dances</td>
<td>2</td>
</tr>
<tr>
<td>DNC 159 2</td>
<td>Stage Production</td>
<td>2</td>
</tr>
<tr>
<td>DNC 165 3</td>
<td>Modern to Contemporary Performance: History, Theory, and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>
Data Science

Digitization has transformed almost every human and many natural activities into generators of data. This flood of “big data” has the potential to yield cures for disease, better functioning democracies, smarter public policies, more effective pedagogies, improved public health, and better functioning markets. The practices of extracting information and knowledge from data are not new, but increased availability of data and computing power has led in recent years to their convergence in a new field called “data science.”

Data science is an inherently interdisciplinary field. The core analytical skills come from mathematics, statistics, computer science (including algorithms, data structures, data management, and machine learning), and economics, while the communication and visualization skills rely on graphic design, art, and psychology. Since data are everywhere, this already interdisciplinary field can be applied to virtually anything, from polling data to climate change, consumer purchases to baseball, online dating to healthcare; the possibilities are endless.

The underlying skill set in data science has its roots in mathematics, statistics, and computer science. These analytical tools are complemented by communication and visual skills drawn from graphic design, art, and the psychology of perception. The applications of data science are built on frameworks developed primarily in the social and natural sciences but also in the humanities under the category of “the digital humanities.”

The program teaches students how to combine training in statistics, computing, communication, and substantive areas to analyze and solve real-world problems. The range of substantive applications is incredibly broad. The data science major makes sense for students interested in either a career in industry or the public sector—Internet startups, finance, manufacturing, publishing, medicine, engineering, government, advocacy, marketing, law—or for those who wish to pursue more graduate study in data science, business, social science, or related fields.

Program Goals:
- Collect and manage data to devise solutions to data science tasks.
- Select, apply, and evaluate models to devise solutions to data science tasks.
- Develop capacity to learn new analysis methods and tools.
- Effectively communicate data science-related information to a variety of audiences.

Faculty & Staff

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Interdisciplinary Computer Science Program Head
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Staff

Holly Robinson
Faculty Administrative Assistant
CPM Room 104, 510.430.2226

Data Science Major—BA

Minimum of 47 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 063</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CS 064</td>
<td>Computer Concepts and Intermediate Programming</td>
<td>4</td>
</tr>
<tr>
<td>MATH 047</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 048</td>
<td>Calculus II</td>
<td>3</td>
</tr>
</tbody>
</table>
Economics

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, business, or public policy. 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.

Concentrations

Students majoring in economics have the option to pursue concentrations in data analysis, environmental sustainability, finance, international markets and policy, social issues, and strategy.

Program Goals:

• Use economic terminology appropriately and correctly
• Be able to identify and compare a range of economic theories and concepts
• Collect, analyze, and present quantitative data and draw inferences from statistical measures
• Locate, understand, and assess professional economic literature
• Organize and present material in a systematic framework

Majors & Minors

Major
Economics Major—BA (p. 41)

Minor
Economics Minor (p. 42)

Accelerated Degree Program
BA/MA Applied Economics (p. 101)

Faculty & Staff

Faculty

Jasmin Ansar
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Mills College Catalog 2018-19

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Staff
Tayler Hammond
Administrative Assistant
510.430.2194, gsb@mills.edu

Economics Major—BA

Minimum of 38 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Required</td>
<td></td>
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<tr>
<td>ECON 050</td>
<td>Introduction to Economics</td>
<td>2-4</td>
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<tr>
<td>ECON 081</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Microeconomic Theory</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Macroeconomic Theory</td>
<td>3</td>
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<tr>
<td>Senior Requirement</td>
<td></td>
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</tr>
<tr>
<td>ECON 192</td>
<td>Senior Seminar in Economics</td>
<td>4</td>
</tr>
</tbody>
</table>

Select 21 additional semester credits in economics.

Concentrations

Students can choose to complete a concentration by focusing their electives on a particular area of study. Concentrations for Economics majors are available in data analysis, environmental sustainability, finance, international markets and policy, social issues, and strategy.

Data Analysis Concentration

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>Take any three of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 164</td>
<td>Econometrics and Business Forecasting</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 165</td>
<td>Applied Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 182</td>
<td>Modeling and Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>DATA 60</td>
<td>Data Visualization</td>
<td>3-3</td>
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</tbody>
</table>

Environmental Sustainability Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Take any three of the following:</td>
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<td></td>
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<tr>
<td>ECON 153</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 134</td>
<td>Public Sector Economics: The Economics of Government</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 050</td>
<td>Environmental Geology</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 107</td>
<td>Climate Change</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 150</td>
<td>Environmental Policy Analysis</td>
<td>4</td>
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</table>

Finance Concentration

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Take any three of the following:</td>
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<tr>
<td>ECON 113</td>
<td>Money and Financial Institutions</td>
<td>3</td>
</tr>
<tr>
<td>ECON 116</td>
<td>Corporate Finance</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 118</td>
<td>Financial Derivatives</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 158</td>
<td>International Finance</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 182</td>
<td>Modeling and Data Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

International Markets and Policy Concentration

Take a minimum of two semesters of study in language other than English.

- Non-native speakers of English may opt for language courses that improve their knowledge of English (with advisor approval).
- Students are strongly encouraged to take more than the minimum number of language courses and count them as electives outside the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take three courses from the following with at least two being ECON courses:</td>
<td></td>
<td></td>
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<tr>
<td>ECON 155</td>
<td>International Trade</td>
<td>3</td>
</tr>
<tr>
<td>ECON 158</td>
<td>International Finance</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 159</td>
<td>Economic Development</td>
<td>3-4</td>
</tr>
<tr>
<td>ETHS 047</td>
<td>The 'Third World': Colonialism and Globalization</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 187</td>
<td>Comparative Politics of Social Policy</td>
<td>1-3</td>
</tr>
<tr>
<td>PPOL 141</td>
<td>Law and Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

An international internship or study abroad can be substituted for one of the above electives.

Social Issues Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take any three of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 117</td>
<td>Women and the Economy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 130</td>
<td>The Economics of Poverty, Inequality, and Discrimination</td>
<td>3-4</td>
</tr>
</tbody>
</table>
Child Development majors may want to take this minor to add a focus on the urban context to their existing coursework.

**Child Development**

The School of Education offers a major and a minor in child development that encourages students to take courses in other departments. 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 during their studies, gaining hands-on, mentored experience developing, using, and evaluating early childhood curricula with children from infancy through preschool.

The major in child development aligns with the requirements for the state of California (https://www.ctc.ca.gov/credentials/req-child-dev), providing eligibility for a student to apply to become a child development master teacher or to receive a site supervisor permit for teaching in preschool and day-care centers.

The study of child development forms a strong basis for graduate school in education, psychology, and social work, and for a variety of careers, including nonprofit work, educational industry, and formal and informal learning environments such as preschools and museums.

Mills offers several accelerated degree programs (p. 97) in education.

**Program Goals:**

- Students will learn modes of creating change through learning how education functions as a system and how other institutions interact with it.
- Students will learn how children, families, and teachers shape education; in the home, community, schools and in other settings.
- Students will learn how issues of oppression (race, class, gender, sexual orientation, language, dis/ability, religion) operate within and through education.
- Students will learn how processes of development, teaching and learning unfold.
- Students will learn to address educational issues through research, theory and their leadership development.

**Majors & Minors**

**Majors**

Child Development Major—BA (p. 31)

Education Major—BA (p. 45)

**Minors**

Child Development Minor (p. 32)

Urban Education Minor (p. 46)

**Accelerated Degree Programs**

BA/MA Early Childhood Education (p. 97)

BA/MA Early Childhood Special Education/Teaching Credential (p. 98)

BA/MA Education/Teaching Credential (p. 98)
BA/MA Infant Mental Health (p. 100)

Faculty & Staff

Faculty

Elizabeth Baker
Associate Professor of Practice
Education 223, 510.430.3164, ebaker@mills.edu
Professional Interests: Teacher research, including Japanese lesson study; pre-service and in-service science and mathematics education; gender and equity education in the urban classroom; constructivist education

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Professional Interests: Inclusive practices, Reggio Emilia inspired classrooms, sensory integration, facilitating social and pre-academic skills using photography and visual strategies

Kevin Collins
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Professional Interests: School finance and equity, educational administration, utilization of student data, secondary education

Ruth Cossey
Professor of Education
Chair, MEET/TTS Program
Lynn T. White Professor
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Priya Shimpi Driscoll
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Associate Professor of Education, Early Childhood Education
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Victoria Forrester
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Professional Interests: Dual language learners, education equity, immigrant families, early childhood staff development, preschool curriculum

Tomás Galguera
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Betty Lin
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Alison McDonald
Director, Administrative Credential Program, Master’s degree in Educational Leadership Program, Assistant Adjunct Professor
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Pedro E. Nava
Trefethen Faculty Award
Assistant Professor of Education
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Abbie Valley Professor
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**Nikole Richardson**
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**Ron Ulrich**
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**Wanda Watson**
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**Staff**

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**Sharlene Shah**
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**Tess Unger**
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School of Education
Education 203, 510.430.3190, tunger@mills.edu

**Resources**

- Center for Play Research (https://inside.mills.edu/academics/undergraduate/educ/cfpr_current_rsch.php)
- Mills College Children’s School (https://www.mills.edu/academics/graduate-programs/education/mills-college-childrens-school.php)
- Mills Teacher Scholars (https://www.teacherscholars.org)

**Child Development Major—BA**

Minimum of 39 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 036</td>
<td>Introduction to Development and Learning in Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 133</td>
<td>Curriculum and Environments in Early Childhood Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 134</td>
<td>Research Methodology for Observing Children</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 137</td>
<td>Language Development: Literacy, bilingualism, and communication</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 138</td>
<td>Social, Emotional, and Moral Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 160</td>
<td>History and Theories of Play in Human Development, Culture, and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 191A</td>
<td>Theory and Practice of Early Childhood Education: Infancy/Young Children 1</td>
<td>4-6</td>
</tr>
<tr>
<td>EDUC 191B</td>
<td>Theory and Practice of ECE: Curriculum and Instruction for Infants and Toddlers with Special Needs 1</td>
<td>4-6</td>
</tr>
<tr>
<td>EDUC 194A</td>
<td>Senior Seminar: Child Development</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 194B</td>
<td>Senior Seminar: Child Development II</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 114</td>
<td>Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Setting 2</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 155</td>
<td>Children with Special Needs: Infants and Young Children</td>
<td></td>
</tr>
</tbody>
</table>

Select an additional 3-9 semester course credits from the following 3-9 to complete the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 101</td>
<td>Social Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 102</td>
<td>Teaching for Diversity</td>
<td></td>
</tr>
<tr>
<td>EDUC 103</td>
<td>Public Policy: Children, Youth, and Family Issues</td>
<td></td>
</tr>
<tr>
<td>EDUC 120</td>
<td>Urban Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 125</td>
<td>Inquiry and Action in Urban Contexts</td>
<td></td>
</tr>
<tr>
<td>EDUC 142</td>
<td>The Hospitalized Child</td>
<td></td>
</tr>
<tr>
<td>EDUC 155</td>
<td>Children with Special Needs: Infants and Young Children</td>
<td></td>
</tr>
<tr>
<td>EDUC 156</td>
<td>Grief &amp; Loss: Children &amp; Families</td>
<td></td>
</tr>
<tr>
<td>EDUC 176</td>
<td>Leadership and Administration in Early Childhood Programs 2</td>
<td></td>
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</tbody>
</table>
Child Development Minor

Minimum of 16 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 036/136</td>
<td>Introduction to Development and Learning in Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 134</td>
<td>Research Methodology for Observing Children</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 144</td>
<td>Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Setting</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 155</td>
<td>Children with Special Needs: Infants and Young Children</td>
<td></td>
</tr>
</tbody>
</table>

Select an additional 6 semester course credits from the following:

- EDUC 101 Social Foundations of Education
- EDUC 137 Language Development: Literacy, bilingualism, and communication
- EDUC 138 Social, Emotional, and Moral Development and Learning
- EDUC 142 The Hospitalized Child
- EDUC 155 Children with Special Needs: Infants and Young Children
- EDUC 156 Grief & Loss: Children & Families
- EDUC 160 History and Theories of Play in Human Development, Culture, and Education
- PSYC 040/140 Life-Span Developmental Psychology
- PSYC 165 Infancy

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.

Concentrations

Students declare a concentration during sophomore year with the help of an advisor and determine an appropriate course of study. Additional courses and courses not listed can be considered upon advisor’s approval.

Teaching and Learning

Select five courses from the following:

- EDUC 114 Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Setting
- EDUC 137 Language Development: Literacy, bilingualism, and communication
- EDUC 134 Research Methodology for Observing Children
- EDUC 000 Math for Teachers
- PSYC 146 Statistics for the Behavioral Sciences
- ENG 122A
- EDUC 146 Statistics
- EDUC 147A/B Introduction to the Profession of Teaching
- EDUC 148 Building Structures for Equity, Excellence, and Access
- EDUC 149 Perspectives on Disability, Inclusion, and Assessment
- EDUC 102 Teaching for Diversity
- ETHS 140 Activism in Digital Media Age

Development, Family and Community

Select five courses from the following:

- EDUC 138 Social, Emotional, and Moral Development and Learning
- EDUC 114 Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Setting
- EDUC 137 Language Development: Literacy, bilingualism, and communication
- EDUC 129 Schools, Sexuality, and Gender

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.
### Urban Education Minor

18 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 101</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 120</td>
<td>Urban Education</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 125</td>
<td>Inquiry and Action in Urban Contexts</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 139</td>
<td>Urban Economics</td>
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<tr>
<td>ECON 141</td>
<td>Economics of Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 102</td>
<td>Teaching for Diversity</td>
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</tr>
<tr>
<td>EDUC 103</td>
<td>Public Policy: Children, Youth, and Family Issues</td>
<td></td>
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<tr>
<td>EDUC 230</td>
<td>History of Education in the United States</td>
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<tr>
<td>EDUC 240/440</td>
<td>Hip Hop Pedagogy</td>
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<tr>
<td>ENG 122A/222A</td>
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<tr>
<td>EDUC 122B/222B</td>
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</tr>
<tr>
<td>ETHS 051</td>
<td>Introduction to Ethnic Studies</td>
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</tr>
<tr>
<td>ETHS 052</td>
<td>African American Women's History</td>
<td></td>
</tr>
</tbody>
</table>

### English

- **Code**: 510.430.2217
- **Email**: english@mills.edu

The English Department provides students with introductory and advanced courses in creative writing and literatures in English from a wide variety of cultural and historical contexts. English majors and minors take a range of courses that allows them to explore diverse authors and periods, experiment with written forms, develop critical thinking and writing skills, access new creative techniques, and prepare for graduate degrees and careers in a variety of professions. A major must choose one of two different emphases, creative writing or literature; both emphases require the same set of foundational courses which are designed to develop literary skills and enhance awareness of the ways history and literature intersect. The six remaining courses offer the student great flexibility to design a program that meets her individual goals and interests as a writer and scholar; these six courses should be chosen in close consultation with the major advisor to help prepare her for the senior thesis in creative writing or literature.

Students are advised to begin planning for their thesis in the first semester of their junior year; we offer the creative writing and literature thesis courses in the spring semester, and in the fall as needed. Thesis projects for creative writers can range from a collection of experimental poetry to the first chapters of a historical novel; literature students can choose to do research and analysis on a particular genre, writer, or theme.

Workshops in creative writing are offered in poetry, fiction, creative nonfiction, and writing for young adults. In literature, we offer a regular rotation of course topics from Greco-Roman myth to the 21st century in both British and American contexts, and each semester we feature a rich variety; topics may range from African American poets since 1965 to science fiction, New York School to pop fiction. In addition, we offer craft courses in young adult novel, digital storytelling, and literary journalism. Our students often take courses in journalism and book art as well to enhance their studies.

The classes in the English Department are relatively small and rely on discussion among the students. We have a lively community-oriented population who get involved in the literary activities at Mills. The Place for Writers (https://www.mills.edu/academics/graduate-
Program Goals:

• Students will read critically with attention to the nuances of language and their effects.

• Students will write clearly and effectively.

• Students will effectively position their original ideas within an ongoing aesthetic, cultural, or critical conversation.

• Students will speak effectively about texts and literary studies.

Majors & Minors

Major

English Major—BA (p. 48)

Minor

English Minor in Literature (p. 49)
Creative Writing Minor (p. 48)

Faculty & Staff

Faculty

Elmaz Abinader
Professor of English
Mills Hall Room 313, 510.430.2225, moses@mills.edu
Professional Interests: Creative writing, fiction and nonfiction, theories of creativity, teaching creative writing

Emma Bufton
Assistant Adjunct Professor
Mills Hall Room 305, 510.430.2219, ebufton@mills.edu
Professional Interests: Nineteenth- and 20th-century British literature, the novel and narrative theory, postcolonial literature and culture, theories of nationalism, rhetoric and composition

David Buuck
Adjunct Professor
Mills Hall Room 348, 510.430.2245, dbuuck@mills.edu
Professional Interests: Poetry, postcolonial literature, site-specific and conceptual art, cultural studies, globalization theory

Diane Cady
Frederick A. Rice Professorship
Mary Ann Childers Kinkead Faculty Awardee
Professor of English
Mills Hall Room 314, 510.430.2219, dcady@mills.edu
Professional Interests: Chaucer, late medieval culture, medieval romance, medieval and early modern drama, new economic criticism, gender studies, cultural studies

Rebekah Edwards
Certificate of Commendation for the Advancement of Digital Learning
Adjunct Professor
Mills Hall Room 316, 510.430.2250, redwards@mills.edu
Professional Interests: Queer theory; problem bodies in 19th and 20th century British and American literatures; visual culture and the aesthetics of alterity; passing narratives; poetics; race, gender and dis/ability in early 20th century US cultures

Monique Iles
Certificate of Commendation for the Advancement of Digital Learning
Adjunct Professor
Mills Hall Room 330, 510.430.2217, bmaddison@mills.edu
Professional Interests: Bible, bible in modern literature, Bakhtinian theory

Kim Magowan
Adjunct Professor
Mills Hall Room 349, 510.430.2283, magowan.kim@gmail.com
Professional Interests: Nineteenth- and 20th-century American literature, modernism, the gothic, African American literature, film

Ajuan Mance
Certificate of Commendation for the Advancement of Digital Learning
Professor of English
Mills Hall Room 349, 510.430.2219, amance@mills.edu
Professional Interests: African American literature, 19th-century American literature, US popular culture, the oral tradition in US literature, Black feminist thought, African American art

Hugo Garcia Manriquez
Adjunct Professor
Mills Hall Room 303, 510.430.2282, hgarciamanriquez@mills.edu

Margaret Miller
Adjunct Professor
Mills Hall Room 305, 510.430.2219, mamiller@mills.edu
Professional Interests: Eighteenth- and nineteenth-century British literature; queer theory; ecocriticism; narratives of mining, extraction, and archaeology; narratology; and postcolonial theory

Nayomi Munaweera
Adjunct Professor
Mills Hall Room 303, 510.430.2282, nayomunaweera@gmail.com (nayomunaweera@gmail.com?subject=)
Creative Writing Minor

Minimum of 18 semester credits beyond ENG 001

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENG 011/111</td>
<td>Craft of Creative Writing</td>
<td>3</td>
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<tr>
<td></td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ENG 055</td>
<td>Beginning Fiction Workshop</td>
<td></td>
</tr>
<tr>
<td>ENG 056</td>
<td>Poetry Workshop I</td>
<td></td>
</tr>
<tr>
<td>ENG 057</td>
<td>Beginning Fiction for Children and Young Adults Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td>6</td>
</tr>
<tr>
<td>ENG 155</td>
<td>Advanced Fiction for Children and Young Adults Workshop</td>
<td></td>
</tr>
<tr>
<td>ENG 167</td>
<td>Advanced Creative Nonfiction Workshop</td>
<td></td>
</tr>
<tr>
<td>ENG 168</td>
<td>Advanced Fiction Workshop</td>
<td></td>
</tr>
<tr>
<td>ENG 170</td>
<td>Poetry Workshop II</td>
<td></td>
</tr>
</tbody>
</table>

Select two literature courses (one must be upper division) at least 6-7 one from English (ENG), the remaining literature course (3-4 credits) may be in English (ENG), Ethnic Studies (ETHS), or Letters (LET).

English Major—BA

Minimum of 37 semester course credits beyond ENG 001 and general BA requirements (p. 107)
All students must choose an emphasis (literature or creative writing) at the time the major is declared.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 010</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 043</td>
<td>Survey of African American Literature</td>
<td>9</td>
</tr>
<tr>
<td>ENG 063</td>
<td>Survey of American Literature I</td>
<td></td>
</tr>
<tr>
<td>ENG 064</td>
<td>Survey of American Literature II</td>
<td></td>
</tr>
<tr>
<td>ENG 065</td>
<td>From the Middle Ages to Milton: Introduction to British Literature I</td>
<td></td>
</tr>
<tr>
<td>ENG 066</td>
<td>Blood and Ink: Introduction to British Literature II</td>
<td></td>
</tr>
</tbody>
</table>

Senior Thesis Seminar:
- ENG 189 Senior Thesis in Creative Writing
- or ENG 191 Senior Thesis in Literature

**Literature emphasis**

21 additional course credits beyond core requirements

Select at least seven literature courses (five must be upper division) at least five (15 credits) from English (ENG); the remaining two (6-8 credits) may be literature courses in English (ENG), Ethnic Studies (ETHS), or Letters (LET).

**Creative writing emphasis**

21 additional course credits beyond core requirements

Required:
- ENG 011/111 Craft of Creative Writing
- ENG 055 Beginning Fiction Workshop
- ENG 056 Poetry Workshop I
- ENG 057 Beginning Fiction for Children and Young Adults Workshop
- ENG 155 Advanced Fiction for Children and Young Adults Workshop
- ENG 167 Advanced Creative Nonfiction Workshop
- ENG 168 Advanced Fiction Workshop
- ENG 170 Advanced Poetry Workshop II

Select two literature or craft courses (one must be upper division) 6-8 from English (ENG).

Note: Transfer students with junior status will complete all of the requirements of the English major, except they must take two surveys (not three; minimum of 37 semester credits). Courses taken outside of Mills will be evaluated by the major advisor/department to determine which major requirements they may fulfill.

**Environmental Science**

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, an ultraviolet-visible spectrophotometer, a high-performance liquid chromatograph, a gas chromatograph, 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.

**Program Goals:**

- Understand the concepts of thermodynamics, equilibrium, and mass balance as they relate to environmental change in multiple disciplines.
- Be able to apply concepts and facts from various disciplines to analyze environmental issues from a scientific viewpoint.
• Understand the principles behind the tools and techniques used to study chemical, biological, and geological systems in the laboratory or the field, and be able to interpret the data obtained using these tools and techniques.
• Be able to engage the primary scientific literature and to use its findings.
• Have the ability to communicate scientific information in both oral and written modes.

Majors
Environmental Science Major—BS (p. 50)
Environmental Science Major—BA (p. 50)

Faculty
Kristina Faul
Professor of Geochemistry and Environmental Geology
Program Head of Environmental Science and Environmental Studies
NSB 119, 510.430.2202, kfaul@mills.edu (kfaul@mills.edu)
Professional Interests: Oceanography, climate change, the chemistry of past oceans, paleoceanography

Beth Kochly
Associate Professor of Chemistry
Department Head of Chemistry
NSB 129, 510.430.2085, bkochly@mills.edu
Professional Interests: Mechanistic studies and reactive intermediates in organic chemistry, organic reactions in ionic liquids

Jenn Smith
Assistant Professor of Biology
NSB 122, 510.430.2161, jesmith@mills.edu
Professional Interests: Behavioral and evolutionary ecology of social rodents and carnivores

Lisa Urry
Professor of Biology
Department Head of Biology
NSB 123, 510.430.2026, lurry@mills.edu
Professional Interests: Developmental biology of sea urchin embryos and larvae, cell-cell and cell-extracellular matrix interactions, science education/pedagogy

Elisabeth Wade
Associate Provost for Curricular Development
Professor of Chemistry
NSB 117, 510.430.3132, ewade@mills.edu
Professional Interests: Chemical kinetics, atmospheric pollutants, atmospheric and combustion chemistry

Staff
Antonio Arredondo
Laboratory Coordinator/Faculty Administrative Assistant
NSB 202, 510.430.2374, aarredondo@mills.edu

Environmental Science Major—BA
Minimum of 53 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BIO 001</td>
<td>General Biology I with Lab</td>
<td>4</td>
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<tr>
<td>or BIO 002</td>
<td>General Biology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 125</td>
<td>Principles of Ecology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 017</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 018</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 109</td>
<td>Analytical Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>ENVS 050</td>
<td>Environmental Geology</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 107</td>
<td>Climate Change</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 115</td>
<td>Geochemistry</td>
<td>4</td>
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<tr>
<td>MATH 047</td>
<td>Calculus I</td>
<td>4</td>
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<tr>
<td>or ECON 081</td>
<td>Introduction to Statistics</td>
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</table>

Senior Requirement

<table>
<thead>
<tr>
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<tr>
<td>BIO 191</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>or CHEM 191</td>
<td>Senior Seminar</td>
<td>4</td>
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</tbody>
</table>

Electives

Select two courses from the following: 6-8

- BIO 144 Animal Behavior
- BIO 145
- BIO 149 Conservation Biology
- BIO 155 Plant Ecology
- BIO 158 Marine Biology
- BIO 161 Vertebrate Biology
- ENVS 105 Oceanography

Select one course from the following: 3-4

- ECON 134 Public Sector Economics: The Economics of Government
- ECON 138
- ECON 139 Urban Economics
- ECON 153 Environmental Economics
- PPOL 150 Environmental Policy Analysis

Course with prerequisite.

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
Minimum of 40 semester course credits and general BS requirements (p. 107)
Environmental Studies

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.

Program Goals:

- Possess fundamental understanding of disciplines that are necessary to understand environmental issues. A single course need only address a single discipline, and need not specifically address environmental issues.
- Use knowledge from various disciplines to analyze environmental issues.
- Understand quantitative, laboratory, and field techniques which are used to study environmental issues.
- Possess the ability to communicate with clarity, conciseness, and coherence in both written and oral reports. The student will be sensitive to the needs of different audiences.

Majors & Minors

Major
Environmental Studies Major—BA (p. 52)

Minor
Environmental Studies Minor (p. 52)

Faculty

Kristina Faul
Professor of Geochemistry and Environmental Geology
Program Head of Environmental Studies and Environmental Science
NSB 119, 510.430.2202, kfaul@mills.edu
Professional Interests: Oceanography, climate change, the chemistry of past oceans, paleoceanography

Mark Henderson
Associate Professor of Public Policy
Department Head Public Policy & Political Science
Interim Program Head Public Policy
GSB 225, 510.430.3169, mhenderson@mills.edu
Professional Interests: Environmental policy in the United States and China, urbanization and land use planning, global climate change, policy applications of geographic information science (GIS)

Siobhan Reilly
Professor of Economics
GSB 232, 510.430.2346, sreilly@mills.edu
Professional Interests: Public economics, labor economics, economics of the family, health economics, urban economics, international economics

Jenn Smith
Assistant Professor of Biology
NSB 122, 510.430.2161, jesmith@mills.edu
Professional Interests: Behavioral and evolutionary ecology of social rodents and carnivores

Roger Sparks
Professor of Economics
Vera Long 231, 510.430.2137, sparks@mills.edu
Professional Interests: Applied microeconomics, banking, energy economics, labor economics

Elisabeth Wade
Associate Provost for Curricular Development
Environmental Studies Major—BA

Minimum of 43 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Required</td>
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</tr>
<tr>
<td>BIO 002</td>
<td>General Biology II with Lab ¹</td>
<td>4</td>
</tr>
<tr>
<td>BIO 125</td>
<td>Principles of Ecology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 004</td>
<td>Introduction to College Chemistry</td>
<td>3-4</td>
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<tr>
<td>or CHEM 017</td>
<td>General Chemistry I</td>
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</tr>
<tr>
<td>ECON 050</td>
<td>Introduction to Economics ³</td>
<td>4</td>
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<tr>
<td>or MATH 102</td>
<td>Probability and Statistics</td>
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<tr>
<td>ECON 153</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 022</td>
<td>Introduction to Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 150</td>
<td>Environmental Policy Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ECON 192</td>
<td>Senior Seminar in Economics</td>
<td>4</td>
</tr>
<tr>
<td>or PPOL 191</td>
<td>Senior Seminar</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Select one elective from each perspective list, plus an additional elective from either list, in consultation with your major advisor: ⁴</td>
<td>6-8</td>
</tr>
</tbody>
</table>

Social Science Perspectives

- ECON 134 Public Sector Economics: The Economics of Government ¹
- PHIL 063 Environmental Ethics
- PPOL 015 Introduction to Policy: Identifying and Solving Public Problems
- PPOL 100 Methods of Policy Analysis ¹
- SOC 128

Natural Science Perspectives

- BIO 144 Animal Behavior
- BIO 145
- BIO 149 Conservation Biology
- BIO 055/155 The Ecology of Plants for Non-majors
- BIO 158 Marine Biology
- BIO 161 Vertebrate Biology
- CHEM 018 General Chemistry II
- ENVS 050 Environmental Geology
- ENVS 105 Oceanography
- ENVS 107 Climate Change

Environmental Studies Minor

Minimum of 20 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>BIO 002</td>
<td>General Biology II with Lab ¹</td>
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<tr>
<td>ECON 050</td>
<td>Introduction to Economics</td>
<td>4</td>
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<tr>
<td>ENVS 022</td>
<td>Introduction to Environmental Science</td>
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<tr>
<td>PPOL 150</td>
<td>Environmental Policy Analysis</td>
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</tr>
</tbody>
</table>

Select two additional electives from the social science perspectives or natural science perspectives lists:

Social Science Perspectives

- ECON 134 Public Sector Economics: The Economics of Government
- PHIL 063 Environmental Ethics
- PPOL 015 Introduction to Policy: Identifying and Solving Public Problems
- PPOL 100 Methods of Policy Analysis
- SOC 128

Natural Science Perspectives

- BIO 144 Animal Behavior
- BIO 145
- BIO 149 Conservation Biology
- BIO 055/155 The Ecology of Plants for Non-majors
- BIO 158 Marine Biology
- BIO 161 Vertebrate Biology
- CHEM 018 General Chemistry II
- ENVS 050 Environmental Geology
- ENVS 105 Oceanography
- ENVS 107 Climate Change

Ethnic Studies

Ethnic Studies
510.430.2080
ethnic@mills.edu

The Ethnic Studies Department prepares students for careers and graduate education by providing them with the skills and knowledge they need to navigate social contexts marked by racial, gender, economic, and national diversity and complexity. We aim to equip students with the confidence and experience they need to identify their own visions for social change, and to become leaders and change agents in their chosen field. Our graduates are thoughtful, responsible individuals who engage capably with communities beyond
the campus, are comfortable with collaborative work, and maintain a high standard of ethics in their relationships with others.

The department’s curriculum promotes critical thinking and creative analysis through comparative study of the social, economic, cultural, and environmental concerns and contributions of American Indians and Alaska Natives, African Americans, Latinas/os and Chicanas/os, Asian Americans, Pacific Islanders and Arab Americans. At Mills, we examine racial dynamics as they intersect with gender, sexuality, class, and nation, and many of our courses focus on the unique experiences of women of color. Our curriculum also explores the transnational and diasporic dimensions of racial identities.

The Ethnic Studies Department recognizes that much invaluable learning occurs outside of the classroom, and creates opportunities for students to bridge theory and action. Our faculty 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. Recent student research interests include a PhotoVoice project on Fruitvale residents’ understandings of “safety,” action research on food access for low-income African American mothers, explorations of the emerging Latino vote, multiracial Filipina/os, and race and disability in fantasy fiction. Students can also gain credit by conducting directed research on a faculty member’s research project. In addition, some of our courses include a community engagement component that allows students to get involved with local organizations. Courses with a community engagement component include ETHS 157, ETHS 158, ETHS 159, ETHS 166 and ETHS 172. These courses offer one semester-hour credit for completing a community engagement placement and reflection exercise. Students may take one community engagement course per semester.

Students also help organize a variety of activities that showcase and celebrate the contributions of people of color, including Latina/o Heritage Month; Native American Heritage Month; Black History Month; South Asian, Middle Eastern, and Pacific Islander Awareness Now! Month; and the Mills College Pow Wow. Students interested in these activities can take a one semester-hour credit Community Organizing and Sustainable Leadership course, during which they explore theories of organizing for social justice, and put these into action by organizing a heritage month or the Pow Wow. Ethnic studies students and faculty also participate in delegations to local and international conferences.

The ethnic studies major at Mills combines academic excellence with a commitment to social justice. The degree provides a strong foundation for a career in city and urban planning, communications, community arts, community development, education policy, environmental justice, film, media and artistic performance, human resources, immigrant rights advocacy, K-12 and higher education, journalism, legal advocacy, marketing, museum curating, non-profit management, public health, policy analysis, union organizing and youth work, as well as graduate school in a number of disciplines.

What can I do with an ethnic studies degree? (https://www.mills.edu/academics/undergraduate/eths/esdegree.php)

**Program Goals:**

- Students will demonstrate knowledge and critical analysis of Ethnic Studies perspectives and themes.
- Students will develop knowledge of the cultural and intellectual contributions of people of color.

- Students will be familiar with anti-oppressive methodologies and will develop research techniques for participatory research with communities of color.

**Majors & Minors**

**Major**

Ethnic Studies Major—BA (p. 54)

**Minor**

Ethnic Studies Minor (p. 56)

**Faculty**

**Faculty**

**Natalie Kehaulani Bauer**
Assistant Adjunct Professor of Race, Gender and Sexuality Studies
Mills Hall Room 338, nk Bauer@mills.edu

Professional Interests: American literature; decolonizing education; Polynesian and Native feminism

**Mara Chavez-Diaz**
Assistant Adjunct Professor of Ethnic Studies
Mills Hall Room 345, maradia@mills.edu

Professional Interests: Healing justice; Indigenous environmental justice; educational policy and equity

**Margaret Hunter**
Fletcher Jones Professor of Sociology
Professor of Sociology
Vera Long 116, 510.430.3220, mhunter@mills.edu

Professional Interests: Skin tone stratification and skin bleaching in the Black and Latina/o communities, comparative racial and ethnic relations, sociology of gender and the body, contemporary racial attitudes, race and gender politics in hip-hop

**Susan Ito**
Assistant Adjunct Professor of Ethnic Studies
Mills Hall Room 343, sito@mills.edu

Professional Interests: Memoir; creative nonfiction; short fiction; unwrapping family stories and histories; writing as a means of discovering identity

**Priya Kandaswamy**
Associate Professor of Women's, Gender and Sexuality Studies
Chair of Race, Gender, and Sexuality Studies
Vera Long 132, 510.430.3106, pkandaswamy@mills.edu

Professional Interests: Feminist and queer theory; race, gender, and US welfare politics; women of color in the US; theories of race and sexuality; sexuality and citizenship; geographies of race, gender, and sexuality

**Juan Mance**
Professor of English and Ethnic Studies
Mills Hall Room 311, 510.430.2213, amance@mills.edu

Professional Interests: African American literature, 19th-century American literature, US popular culture, the oral tradition in US literature, Black feminist thought, African American art
Brinda Mehta
Professor of French and Francophone Studies
Program Head of French and Francophone Studies
Mills Hall Room 326, 510.430.2212, mehta@mills.edu
Professional Interests: Nineteenth-century French literature, psychoanalysis and feminist critical theories, Caribbean and African francophone literatures

Pedro E. Nava
Trefethen Faculty Award
Assistant Professor of Education
Education 222, 510.430.3166, pnava@mills.edu
Professional Interests: Urban and rural education, Latina/o education, school-community partnerships, participatory action research, communities and schools, critical pedagogy, critical race theory, (im)migrant education, geographic information systems

Margo Okazawa-Rey
Barbara Lee Distinguished Chair in Women's Leadership
Professor of Race, Gender, and Sexuality Studies
Professor of Public Policy
Vera Long Rm 115, 510.430.2277, mokazawa@mills.edu
Professional Interests: Militarism, feminist research methods, transnational feminist praxis

Julia Chinyere Oparah
Provost and Dean of the Faculty
Professor of Ethnic Studies
Mills Hall Room 204, 510.430.2096, jcoparah@mills.edu
Professional Interests: African diaspora studies, Black British studies, black feminist theory, women of color organizing, transnational prison-industrial complex, women and transgender prisoners, black women and childbirth

Patricia St. Onge
Assistant Adjunct Professor of Ethnic Studies
Mills Hall Room 346, pst.onge@mills.edu
Professional Interests: Cross-cultural effectiveness, shared leadership models, food justice, Indigenous histories and contemporary studies, decolonialism and spirituality

Arely Zimmerman
Assistant Professor of Ethnic Studies
Mills Hall Room 345, 510.430.3162, arzimmerman@mills.edu
Professional Interests: Politics of identity (race, ethnicity, gender, sexuality); immigrant civic engagement and political participation; Social movements and protest politics; migration and transnationalism, Latin American/Latino politics, New Media and Media Activism; Central American communities; Youth, youth cultures, and youth civic engagement, comparative racialization, law and society, political theory; race, ethnicity, and gender

Ethnic Studies Major—BA

Minimum of 36 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ETHS 051</td>
<td>Introduction to Ethnic Studies</td>
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<tr>
<td>ETHS 090</td>
<td>Comparative Ethnic Literature and Cultural Production</td>
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<td>ETHS 126</td>
<td>Theories of Race and Ethnicity</td>
<td>4</td>
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<tr>
<td>ETHS 189</td>
<td>Research Methods with Communities of Color, with Fieldwork</td>
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Senior Requirement

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<tr>
<td>ETHS 191</td>
<td>Senior Seminar</td>
<td>4</td>
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</table>

Select two additional upper-division ethnic studies courses in consultation with major advisor.

Concentrations

Select four courses within one of the following concentrations or select a concentration in African Diaspora Studies, Latina/o Studies, American Indian Studies or Comparative Ethnic Studies in consultation with your advisor.

Race, Sexuality and Intersectionality Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>ETHS 041</td>
<td>Inventing the &quot;Other.&quot; Policing Differences</td>
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<tr>
<td>ETHS 064</td>
<td>Mixed Race Descent in the Americas</td>
<td></td>
</tr>
<tr>
<td>ETHS 113</td>
<td>Comics and Politics: Visual Culture, Power, and Ideology</td>
<td></td>
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<tr>
<td>ETHS 114</td>
<td>Representing Blackness: Film and Literature in Africa and the Diaspora</td>
<td></td>
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<tr>
<td>ETHS 144</td>
<td>Representation and Politics in Asian Diasporic and Pacific Islander Literature</td>
<td></td>
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<tr>
<td>ETHS 150</td>
<td>Black Feminist Theory</td>
<td></td>
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<tr>
<td>ETHS 154</td>
<td>Writing the Self: Autobiographies of People of Color in the U.S.</td>
<td></td>
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<tr>
<td>ETHS 156</td>
<td>Contemporary Queer Writers of Color</td>
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<tr>
<td>ETHS 157</td>
<td>Race, Gender, and the Criminal Justice System</td>
<td></td>
</tr>
<tr>
<td>ETHS 166</td>
<td>Women of Color in Social Movements</td>
<td></td>
</tr>
<tr>
<td>ETHS 172</td>
<td>American Indian and Pacific Islander Women</td>
<td></td>
</tr>
<tr>
<td>ETHS 188</td>
<td>Film, Color, and Culture: Images of People of Color in Cinema</td>
<td></td>
</tr>
<tr>
<td>WGSS 105</td>
<td>Sexuality and the City</td>
<td></td>
</tr>
</tbody>
</table>

Staff

Nikole Wilson-Ripsom
Administrator, Cross-Departmental
Mills Hall Room 340, 510.430.2080, nwilsonripsom@mills.edu

Resources

- Diversity and Social Justice at Mills (https://inside.mills.edu/diversity)
**Ethnic Studies Major—BA**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>WGSS 135</td>
<td>Race, Sexuality, and the State</td>
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<tr>
<td>WGSS 175</td>
<td>Transnational Sexualities</td>
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<tr>
<td>WGSS 175</td>
<td>Transnational Sexualities</td>
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**Community Organizing and Social Justice Concentration**

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<th>Hours</th>
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<tr>
<td>ETHS 040/140</td>
<td>Activism in the Digital Age</td>
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<tr>
<td>ETHS 052</td>
<td>African American Women's History</td>
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</tr>
<tr>
<td>ETHS 054</td>
<td>American Indian History to 1900</td>
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<tr>
<td>ETHS 055</td>
<td>Law, Resistance and Identity: American Indian History from 1900</td>
<td></td>
</tr>
<tr>
<td>ETHS 119</td>
<td>Action Research for Social Change</td>
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<tr>
<td>ETHS 120</td>
<td>Decolonizing Spirituality: Indigenous Religions in the Americas</td>
<td></td>
</tr>
<tr>
<td>ETHS 150</td>
<td>Black Feminist Theory</td>
<td></td>
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<tr>
<td>ETHS 157</td>
<td>Race, Gender, and the Criminal Justice System</td>
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<tr>
<td>ETHS 158</td>
<td>Latin American Transnational Migration</td>
<td></td>
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<tr>
<td>ETHS 159</td>
<td>Intro to Chicano &amp; Latinx Studies</td>
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<tr>
<td>ETHS 160</td>
<td>Militarism, Gender, and Ethnicity</td>
<td></td>
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<tr>
<td>ETHS 166</td>
<td>Women of Color in Social Movements</td>
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<tr>
<td>ETHS 172</td>
<td>American Indian and Pacific Islander Women</td>
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</tr>
<tr>
<td>WGSS 175</td>
<td>Transnational Sexualities</td>
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**Race, Culture, and Power Concentration**

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<tbody>
<tr>
<td>ETHS 040/140</td>
<td>Activism in the Digital Age</td>
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<tr>
<td>ETHS 041</td>
<td>Inventing the &quot;Other,&quot; Policing Differences</td>
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<tr>
<td>ETHS 052</td>
<td>African American Women's History</td>
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<td>ETHS 064</td>
<td>Mixed Race Descent in the Americas</td>
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<td>ETHS 113</td>
<td>Comics and Politics: Visual Culture, Power, and Ideology</td>
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<tr>
<td>ETHS 114</td>
<td>Representing Blackness: Film and Literature in Africa and the Diaspora</td>
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<td>ETHS 120</td>
<td>Decolonizing Spirituality: Indigenous Religions in the Americas</td>
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<td>ETHS 144</td>
<td>Representation and Politics in Asian Diasporic and Pacific Islander Literature</td>
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<tr>
<td>ETHS 156</td>
<td>Contemporary Queer Writers of Color</td>
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<tr>
<td>ETHS 160</td>
<td>Militarism, Gender, and Ethnicity</td>
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<tr>
<td>ETHS 173</td>
<td>Celluloid Native: American Indians in Film</td>
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<td>ETHS 188</td>
<td>Film, Color, and Culture: Images of People of Color in Cinema</td>
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<tr>
<td>ENG 043</td>
<td>Survey of African American Literature</td>
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<tr>
<td>ENG 117</td>
<td>20th-Century African American Literature</td>
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<tr>
<td>ENG 147</td>
<td>Survey of 19th-Century African American Literature</td>
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<tr>
<td>LET 115</td>
<td>African and Caribbean Literatures</td>
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</table>

**Transnationalism, Diaspora, and Migration Concentration**

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<td>ETHS 039</td>
<td>Latin American Social Movements</td>
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<td>ETHS 040/140</td>
<td>Activism in the Digital Age</td>
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<tr>
<td>ETHS 047</td>
<td>The &quot;Third World&quot;: Colonialism and Globalization</td>
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<tr>
<td>ETHS 064</td>
<td>Mixed Race Descent in the Americas</td>
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<tr>
<td>ETHS 114</td>
<td>Representing Blackness: Film and Literature in Africa and the Diaspora</td>
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<tr>
<td>ETHS 120</td>
<td>Decolonizing Spirituality: Indigenous Religions in the Americas</td>
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<tr>
<td>ETHS 144</td>
<td>Representation and Politics in Asian Diasporic and Pacific Islander Literature</td>
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<tr>
<td>ETHS 150</td>
<td>Black Feminist Theory</td>
<td></td>
</tr>
<tr>
<td>ETHS 158</td>
<td>Latin American Transnational Migration</td>
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<tr>
<td>ETHS 159</td>
<td>Intro to Chicano &amp; Latinx Studies</td>
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<tr>
<td>ETHS 160</td>
<td>Militarism, Gender, and Ethnicity</td>
<td></td>
</tr>
<tr>
<td>ETHS 166</td>
<td>Women of Color in Social Movements</td>
<td></td>
</tr>
<tr>
<td>LET 115</td>
<td>African and Caribbean Literatures</td>
<td></td>
</tr>
<tr>
<td>LET 149</td>
<td>Post-Colonial Conditions: Contemporary Women's Writings from Africa</td>
<td></td>
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<tr>
<td>LET 150</td>
<td>Gender, Diaspora and Social Issues in Indian Women's Literature and Cinema</td>
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</table>

**Electives**

Select from the Ethnic Studies course list or from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ENG 117</td>
<td>20th-Century African American Literature</td>
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<tr>
<td>ENG 147</td>
<td>Survey of 19th-Century African American Literature</td>
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<tr>
<td>ENG 152</td>
<td>Poets of Color of the 20th and 21st Centuries</td>
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<tr>
<td>ENG 157</td>
<td>Topics in African Literature</td>
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<tr>
<td>HIST 118</td>
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<td></td>
</tr>
<tr>
<td>HIST 151</td>
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<tr>
<td>LET 111</td>
<td>Women, Gender and Cultural Production in the Global South</td>
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<tr>
<td>LET 115</td>
<td>African and Caribbean Literatures</td>
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<tr>
<td>LET 131</td>
<td>Cultures and Identities in the Americas and the Caribbean</td>
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</tr>
<tr>
<td>LET 149</td>
<td>Post-Colonial Conditions: Contemporary Women's Writings from Africa</td>
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<tr>
<td>LET 161</td>
<td>Latin American Women Writers in Translation</td>
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<tr>
<td>MUS 170</td>
<td>African American Music: The Meaning and the Message</td>
<td></td>
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<tr>
<td>SOC 129</td>
<td>Race and Ethnic Relations in the U.S.</td>
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<tr>
<td>SOC 132</td>
<td></td>
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<tr>
<td>SOC 149</td>
<td>Sociology of U.S. Immigration</td>
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Ethnic Studies Minor

Minimum of 18 semester course credits

<table>
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<tr>
<th>Code</th>
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<tr>
<td>ETHS 051</td>
<td>Introduction to Ethnic Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Select five additional ethnic studies courses. Three courses must be upper division. (p. 59)

French & Francophone Studies

French & Francophone Studies
510.430.2212
french@mills.edu

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 Southeast 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.

Our program conducts the first two years of language study exclusively in French. This emphasis integrates 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, post-colonialism, 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's Writing from Martinique, Haiti, and Guadeloupe. In addition to courses taught in French, we offer a number of interdisciplinary courses taught in English that can be taken as electives or as part the program’s minor. The transnational emphasis of the program is reflected in the title of the minor, transcultural Francophone studies.

Students who wish to major in French and Francophone studies are encouraged to pursue the individualized major (p. 60) option.

Minor
Students who wish to major in French and Francophone Studies are encouraged to pursue the individualized major option.

Minor
Transcultural Francophone Studies Minor (p. 57)

Faculty
Audrey Calefas-Strebelle
Assistant Professor of French and Francophone Studies
Germaine Thompson Professorship in French Studies
Mills College Catalog 2018-19

Transcultural Francophone Studies Minor

Minimum of 24 semester course credits

<table>
<thead>
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<tbody>
<tr>
<td>FREN 001</td>
<td>Elementary French I</td>
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<tr>
<td>FREN 002</td>
<td>Elementary French II</td>
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</tr>
<tr>
<td>FREN 003</td>
<td>Intermediate French III</td>
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</tr>
<tr>
<td>FREN 004</td>
<td>Intermediate French IV</td>
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</tr>
<tr>
<td>FREN 100</td>
<td>Advanced Grammar, Translation and Writing</td>
<td>4</td>
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</table>

Select one of the following upper division courses:

- FREN 102 Introduction to Francophone Literature
- FREN 145 The Francophone Levant and the Ottoman Empire
- FREN 146 Contemporary French and Francophone Theory
- FREN 143 Popular Tales: a Cross-Cultural Comparison
- FREN 147 Dangerous Crossings: War and Migration in Francophone African and Middle Eastern Literature

Global Humanities & Critical Thought

Global Humanities & Critical Thought Major—BA (p. 58)

Faculty & Staff

Audrey Calefas-Strebellez
Germaine Thompson Professorship in French Studies
Assistant Professor of French and Francophone Studies
Mills Hall Room 328, 510.430.2215, acalefasstrebellemills.edu
Professional Interests: Sixteenth to 18th centuries French literature with a strong interest in other periods, Orientalism 16th–18th centuries, Franco-Ottoman relationship 16th–18th centuries, cultural history and anthropology, changing awareness of motherhood and childhood 16th–18th centuries, folks tales 16th–18th centuries

The global humanities and critical thought major invites students to explore the theoretical and philosophical frameworks that have shaped human considerations of being, self, otherness, nation, consciousness, meaning, and truth. Students will read works by writers from Asia, the Americas, Europe, and Africa.

The mission of the global humanities and critical thought major is to familiarize students with texts that represent a range of cultural, national, intellectual, and historical traditions and contexts. It also seeks to build students’ facility in speaking and writing critically and analytically about those traditions and the relationships between them. Electives in the major explore those literary, philosophical, historical, religious, and artistic practices and innovations that have shaped or been shaped by the philosophies and theories introduced in the core courses.

A major in global humanities and critical thought prepares students for any career in which critical thinking and analysis is required, from law to politics to media to business and management. The major is also wonderful preparation for graduate study in literature and languages, law, business, education, and fine arts. Global humanities and critical thought majors might also wish to consider minoring or double majoring in computer science, dance, French, history, music, religious studies, sociology, Spanish, or studio art.

Program Goals:

- Students will achieve solid proficiency in at least one language other than English, to the level needed to work with original texts in that language.
- Students will acquire knowledge of theoretical and philosophical texts representing a range of cultural, national, intellectual, and historical traditions and contexts.
- Students will be able to deploy their knowledge of theoretical and philosophical texts that represent a range of traditions through speaking and writing critically and analytically about those traditions and the relationships between them.

Major

Global Humanities and Critical Thought Major—BA (p. 58)

Faculty

Audrey Calefas-Strebellez
Germaine Thompson Professorship in French Studies
Assistant Professor of French and Francophone Studies
Mills Hall Room 328, 510.430.2215, acalefasstrebellemills.edu
Professional Interests: Sixteenth to 18th centuries French literature with a strong interest in other periods, Orientalism 16th–18th centuries, Franco-Ottoman relationship 16th–18th centuries, cultural history and anthropology, changing awareness of motherhood and childhood 16th–18th centuries, folks tales 16th–18th centuries

Carlota Caulfield
Professor of Spanish and Spanish American Studies
Program Head, Spanish and Spanish American Studies
Mills Hall Room 333, 510.430.2356, amach@mills.edu
Professional Interests: Contemporary Iberian and Latin American Cultures and Literatures, the avant-garde and interdisciplinary approaches to art and poetry, Hispanic poetry, Hispanic women writers, Hispanic theater, Hispanic-Jewish literature, US Latino literature, feminist critical theories

Jay A. Gupta
Associate Professor of Philosophy
Program Chair
Vera Long 117, 510.430.3342, jgupta@mills.edu
Global Humanities and Critical Thought Major—BA

Minimum of 36 semester course credits and general BA requirements (p. 107)

The global humanities and critical thought major consists of three components, two foundational courses in theory and philosophy, two semesters of language or the equivalent (see explanation below), an independent translation project, five electives, and a senior thesis.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundation courses:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td>6-8</td>
</tr>
<tr>
<td>PHIL 010</td>
<td>Ancient Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 011</td>
<td>Early Modern Philosophy</td>
<td></td>
</tr>
<tr>
<td>ETHS 041</td>
<td>Inventing the &quot;Other,&quot; Policing Differences</td>
<td></td>
</tr>
<tr>
<td>ENG 104</td>
<td>Introduction to Critical Theory</td>
<td></td>
</tr>
<tr>
<td>WGSS 106</td>
<td>Postcolonial Feminist Theory and Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Other Than English Requirement:</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Select at least two Mills College courses (4 semester credits each)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>beyond the first year of a language other than English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transfer students who demonstrate intermediate proficiency in any</td>
<td></td>
</tr>
<tr>
<td></td>
<td>language according to the ACTFL scale, as evaluated by the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mills College language program head or affiliated faculty (or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>faculty from accredited universities for languages not offered at</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mills), may have the Mills credit requirement waived and have</td>
<td></td>
</tr>
<tr>
<td></td>
<td>transfer credit for a language beyond the first year count</td>
<td></td>
</tr>
<tr>
<td></td>
<td>towards completing the major.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select five electives representing at least three different</td>
<td>15-20</td>
</tr>
<tr>
<td></td>
<td>theoretical or philosophical disciplines or approaches from the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>following:</td>
<td></td>
</tr>
<tr>
<td>ARTH 181</td>
<td>The Art of Mughal India</td>
<td></td>
</tr>
<tr>
<td>ARTH 192</td>
<td>Seminar: Gender and the Western Visual</td>
<td></td>
</tr>
<tr>
<td>ARTH 199</td>
<td>Critical and Theoretical Approaches to the History of Art</td>
<td></td>
</tr>
<tr>
<td>CHNS 100</td>
<td>Chinese Culture Through Film</td>
<td></td>
</tr>
<tr>
<td>ENG 157</td>
<td>Topics in African Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 174</td>
<td>The Bible as Literature</td>
<td></td>
</tr>
</tbody>
</table>

1. Students who wish to study a language not offered at Mills may apply course work taken at another institution.
2. The level of intermediate proficiency required (from low to advanced) may vary by language.
A knowledge of history is essential for an understanding of the present. Who are we and how did we get here? History is the ever-changing process by which we in the present try to understand our parents, grandparents, and previous generations in the past. In what ways were they similar and how did they differ from us? History means seeking out sources that speak to us about the peoples and cultures that came before us. It is a dynamic process with ever-new discoveries and meanings. In studying history you acquire skills, including seeking out source material, evaluating and analyzing evidence, and presenting sound arguments based on your findings. You experience the excitement of discovery.

The Mills history curriculum is designed to provide you with a broad background in the human past and the skills of doing historical research and analysis. Historical study fosters skills and habits of mind crucial to careers in law, political advocacy, journalism, teaching, museums, and business. Our graduates in history have pursued careers in all these areas, as well as continuing their studies in graduate and professional schools.

Program Goals
- Possess the ability to appraise historical and archival resources.
- Possess the ability to distinguish and evaluate competing positions and narratives.
- Possess the ability to construct and articulate independent, reasoned, and historically grounded perspectives.

Majors & Minors
Major
History Major—BA (p. 59)

Minor
History Minor (p. 59)

Faculty & Staff
Faculty
R. Ben Brown
Visiting Assistant Professor, Spring
Vera Long 106, 510.430.2113, rbrown@mills.edu
Professional Interests: US legal and constitutional history

William Issel
Visiting Professor
Vera Long 114, wissel@mills.edu
Professional Interests: US intellectual, cultural, social, and political history; religion and politics in US history; civil liberties and civil rights in US history

Marianne B. Sheldon
Professor of History
Program Head
Vera Long 125, 510.430.2345, mshel@mills.edu

Professional Interests: Colonial and revolutionary America, US immigration history, history of women and the family in the US, American South, US urban history

Staff
Holly G. Robinson
Faculty Administrative Assistant
Vera Long Building, 510.430.2113, holly@mills.edu

Resources
American Historical Association (http://blog.historians.org)

History Major—BA
Minimum of 38 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td>Select a minimum of one of the two-semester introductory sequences below:</td>
<td>6</td>
</tr>
<tr>
<td>HIST 011 &amp; HIST 012</td>
<td>The West and Its Cultural Traditions I and The West and Its Cultural Traditions II</td>
<td></td>
</tr>
<tr>
<td>HIST 031 &amp; HIST 032</td>
<td>American History I and American History II</td>
<td></td>
</tr>
<tr>
<td>HIST 061 &amp; HIST 062</td>
<td>China and Japan to 1800 and China and Japan Since 1800</td>
<td></td>
</tr>
</tbody>
</table>

Other Requirements
- HIST 189 History and Its Methods 4
- Select courses that add up to 28 additional semester course credits in history. ¹

¹ Upon approval from a history advisor, two of these elective courses may be taken outside the department.

History Honors. Students may qualify for graduation with Honors in History by meeting the College’s overall grade point average requirement for Honors in the Major.

History Minor
Minimum of 18 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select five history courses in consultation with a history faculty advisor, including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 189</td>
<td>History and Its Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Individualized Major
Students who wish to design and follow a personalized program of study may create an individualized major. Individualized majors offer an alternative to traditional majors, and allow students to pursue educational goals that fall outside of existing departmental curriculum. In addition, individualized majors provide students with the opportunity to work across disciplines and to apply multiple disciplinary perspectives to an area of inquiry. Individualized majors emphasize innovation, creativity and originality and enable students to address new and evolving social, cultural, political, and scientific concerns. Students pursuing an individualized major are encouraged
to include opportunities to gain real-world experience and professional development as a part of their major, including an internship or community-engaged learning activity. Individualized majors are appropriate for highly motivated students who are able to operate outside of existing structures.

All students pursuing an individualized major complete a senior project. This capstone project is the culmination of the individualized course of study and is an opportunity to demonstrate knowledge, skills, and competencies gained in the prior course sequence. Students may participate in a senior seminar class in a related discipline with consent of the instructor, or pursue an independent study to complete this requirement. They should present a final project, presentation, or exhibition in consultation with their advisors. Senior project presentations and exhibits must be viewed and approved by individualized major advisors prior to graduation.

Some recent college majors include creative storytelling and cultural perspectives, deaf culture and child development, and critical public health studies. See examples of individualized majors (p. 60).

Requirements

Before applying for an individualized major, students should consult with their advisor about the possibility of pursuing their interests within an existing program.

Select an advisory committee of three faculty members in relevant disciplines, including at least one tenure track or tenured faculty, and work with them to plan a structured, coherent and logical course of study. Your committee chair, who will be your primary major academic advisor, must be a tenure track or tenured faculty member.

The program of study for a major must include a minimum of 30 semester hour credits within the field of concentration, plus a senior seminar or project with the value of between 4 and 8 semester course credits.

Students must have a minimum GPA of 3.0 at the time of petition. Students pursuing an individualized major may not declare a second major.

Students must submit a petition and essay to the Academic Standing Committee (ASC) for approval of individualized majors.

Students should begin the process of declaring an individualized major before the end of their sophomore year.

See examples of individualized majors (p. 60) and find forms and information (https://inside.mills.edu/student_services/registrar_and_records/forms.php#imajor).

See the template for the Interdisciplinary Studies major for Bachelor’s Degree Completion students (p. 62).

Examples of Individualized Majors

The following are some of the many individualized majors that have been submitted to and approved by the Academic Standing Committee in the past.

---

### Business, Management, and Social Innovation

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 050</td>
<td>Introduction to Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 073</td>
<td>Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>ECON 110</td>
<td>Dollars and Sense</td>
<td></td>
</tr>
<tr>
<td>GOVT 101</td>
<td>Organizational Theory</td>
<td></td>
</tr>
<tr>
<td>GOVT 102</td>
<td>Administrative Behavior</td>
<td></td>
</tr>
<tr>
<td>GOVT 118</td>
<td>Science, Technology, and Public Policy</td>
<td></td>
</tr>
<tr>
<td>ICL 095</td>
<td>IS: Community Internship</td>
<td></td>
</tr>
<tr>
<td>ICL 181</td>
<td>Women’s Leadership Seminar</td>
<td></td>
</tr>
<tr>
<td>PPOL 118</td>
<td>Women’s Leadership in Politics and Practice</td>
<td></td>
</tr>
<tr>
<td>SOC 055</td>
<td>Introduction to Sociology</td>
<td></td>
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</tbody>
</table>

### Middle East Studies: Conflict and Social Change

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVT 137</td>
<td>Comparative Politics Middle East</td>
<td></td>
</tr>
<tr>
<td>HIST 267</td>
<td>Medieval Culture</td>
<td>1</td>
</tr>
<tr>
<td>HIST 269</td>
<td>Middle Ages 1200-1500</td>
<td>1</td>
</tr>
<tr>
<td>HM 1407</td>
<td>Historiography in the Mediterranean</td>
<td>1</td>
</tr>
<tr>
<td>HUM 1278</td>
<td>Intro to Islam</td>
<td>1</td>
</tr>
<tr>
<td>MDES 3000</td>
<td>Modernization and Social Change</td>
<td>1</td>
</tr>
<tr>
<td>SSC 420</td>
<td>Reporting from the Frontlines</td>
<td>1</td>
</tr>
<tr>
<td>WMST 180B</td>
<td>Women in Islam</td>
<td>1</td>
</tr>
<tr>
<td>WMST 180C</td>
<td>Transnational Sexualities</td>
<td>1</td>
</tr>
</tbody>
</table>

### Language

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ARAB 1009</td>
<td>Beg. Modern Arabic</td>
<td>1</td>
</tr>
<tr>
<td>ARAB 2006</td>
<td>Int. Modern Standard Arabic</td>
<td>1</td>
</tr>
</tbody>
</table>

### Research and Capstone

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3500</td>
<td>Field Study Seminar</td>
<td>1</td>
</tr>
<tr>
<td>SOC 191</td>
<td>Senior Seminar</td>
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</tbody>
</table>

### Psychology and Multicultural Trauma

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVT 141</td>
<td>Women, Gender and Cultural Production in the Global South</td>
<td>3</td>
</tr>
<tr>
<td>LET 111</td>
<td>French and Francophone Women Writers</td>
<td>3-4</td>
</tr>
<tr>
<td>LET 142</td>
<td>Post-Colonial Conditions: Contemporary</td>
<td>3-4</td>
</tr>
<tr>
<td>LET 149</td>
<td>Women’s Writings from Africa</td>
<td>3-4</td>
</tr>
<tr>
<td>WGSS 109</td>
<td>Comparative Studies on Women in Religion</td>
<td>3</td>
</tr>
</tbody>
</table>
Examples of Individualized Majors

**Language**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 003</td>
<td>Intermediate French III</td>
<td>4</td>
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<tr>
<td>FREN 004</td>
<td>Intermediate French IV</td>
<td>4</td>
</tr>
<tr>
<td>FREN 100</td>
<td>Advanced Grammar, Translation and Writing</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Psychology**

| IDST 47     | Trauma and the Arts                  | 3     |
| PYC 001     | General Psychology                    | 3     |
| PSYC 005    | Statistics for Behavioral Psychology | 3     |
| PSYC 040    | Life-Span Developmental Psychology   | 3     |
| PSYC 118    | Psychopathology                       | 3     |
| PSYC 130    | Human Memory                          | 3     |
| PSYC 155    | Social Psychology                     | 3     |
| PSYC 161    | Clinical Psychology                   | 3     |
| PSYC 192    | History and Issues in Psychology      | 4     |

**Research and Capstone**

| PSYC 151 | Research Methods in Psychology       | 4     |
| PSYC 191 | Thesis Project                        | 4     |

**Transcultural Francophone Studies**

**Survey courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 101</td>
<td>Introduction to French Literature</td>
<td>3</td>
</tr>
<tr>
<td>FREN 102</td>
<td>Introduction to Francophone Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**Language**

3 language courses beyond French 001 and 002:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 003</td>
<td>Intermediate French III</td>
<td>4</td>
</tr>
<tr>
<td>FREN 004</td>
<td>Intermediate French IV</td>
<td>4</td>
</tr>
<tr>
<td>FREN 100</td>
<td>Advanced Grammar, Translation and Writing</td>
<td>3-4</td>
</tr>
</tbody>
</table>

One semester of study abroad in a Mills-affiliated program in a French-speaking country is highly recommended.

**Upper Division courses**

(3 generally selected from the following)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 145</td>
<td>The Francophone Levant and the Ottoman Empire</td>
<td></td>
</tr>
<tr>
<td>FREN 146</td>
<td>Contemporary French and Francophone Theory</td>
<td></td>
</tr>
<tr>
<td>FREN 143</td>
<td>Popular Tales: a Cross-Cultural Comparison</td>
<td></td>
</tr>
<tr>
<td>FREN 147</td>
<td>Dangerous Crossings: War and Migration in Francophone African and Middle Eastern Literature</td>
<td></td>
</tr>
<tr>
<td>FREN 144</td>
<td>De-colonizing Algeria: Algerian Women Writers and Filmmakers</td>
<td></td>
</tr>
<tr>
<td>FREN 168</td>
<td>Francophone Women's Writing from Martinique, Haiti, and Guadeloupe</td>
<td></td>
</tr>
<tr>
<td>FREN 170</td>
<td>Debunking Orientalist Stereotypes: Asian Writings in French</td>
<td></td>
</tr>
<tr>
<td>FREN 180</td>
<td>Special Topics in French &amp; Francophone Literature</td>
<td></td>
</tr>
</tbody>
</table>

**Electives from outside of French and Francophone Studies**

(2 generally selected from the following)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 145</td>
<td>World Roots of Literature</td>
<td></td>
</tr>
<tr>
<td>ETHS 114</td>
<td>Representing Blackness: Film and Literature in Africa and the Diaspora</td>
<td></td>
</tr>
</tbody>
</table>

**Spanish and Spanish American Studies**

**Required**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 101</td>
<td>Advanced Spanish Grammar, Composition and Translation</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 140</td>
<td>Introduction to Hispanic Literatures</td>
<td>3</td>
</tr>
<tr>
<td>LET 131</td>
<td>Cultures and Identities in the Americas and the Caribbean</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Four upper-division course credits in Spanish**

(generally selected from the following list. May be taken through study abroad or cross-registration)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 151</td>
<td>Spanish for Spanish Speakers: Language, Culture, and Identity</td>
<td></td>
</tr>
<tr>
<td>SPAN 152</td>
<td>Intermediate Oral Skills Through Readings and Writing</td>
<td></td>
</tr>
<tr>
<td>SPAN 153</td>
<td>Poetry Workshop</td>
<td></td>
</tr>
<tr>
<td>SPAN 154</td>
<td>Fiction Workshop</td>
<td></td>
</tr>
<tr>
<td>SPAN 172</td>
<td>Intersections of Art and Poetry</td>
<td></td>
</tr>
<tr>
<td>SPAN 173</td>
<td>Contemporary Latin American, Spanish and U.S. Latina(o) Short Fiction</td>
<td></td>
</tr>
<tr>
<td>SPAN 175</td>
<td>The 20th-Century Hispanic Novel</td>
<td></td>
</tr>
<tr>
<td>SPAN 180</td>
<td>Special Topics in Hispanic Literatures</td>
<td></td>
</tr>
<tr>
<td>SPAN 183</td>
<td>Seminar in Iberian, Latin American and U.S. Latina(o) Literatures</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

Select two electives chosen in consultation with major advisor. May be taken in English; see Letters.

**Capstone**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 191</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Urban Cultures: Urban Cultures and Community Change**

**Social, Cultural and Economic Analysis**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLL 60</td>
<td>Inventing the Other</td>
<td>3</td>
</tr>
<tr>
<td>ECON 139</td>
<td>Urban Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 180A</td>
<td>ST: Queer Archival Desires</td>
<td>3</td>
</tr>
<tr>
<td>HIST 116</td>
<td>History of the American City</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 310</td>
<td>Mass Media and Society</td>
<td></td>
</tr>
<tr>
<td>SOC 128</td>
<td>Mass Media and Society</td>
<td></td>
</tr>
<tr>
<td>SOC 300</td>
<td>Intro to Sociology</td>
<td></td>
</tr>
<tr>
<td>SOC 301</td>
<td>Social Problems</td>
<td></td>
</tr>
<tr>
<td>STAT 301</td>
<td>Intro to Statistics</td>
<td></td>
</tr>
<tr>
<td>WMST 180A</td>
<td>Sexuality and the City</td>
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</tr>
</tbody>
</table>
Interdisciplinary Studies

Complete a minimum of 30 semester course credits

Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Choose two of the following methods and theories courses:</td>
<td></td>
</tr>
<tr>
<td>EDUC 101</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ETHS 189</td>
<td>Research Methods with Communities of Color, with Fieldwork</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 101</td>
<td>People and Organizations</td>
<td>3-3</td>
</tr>
<tr>
<td>PPOL 100</td>
<td>Methods of Policy Analysis</td>
<td>4</td>
</tr>
<tr>
<td>SOC 091</td>
<td>Methods of Social Research with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

In consultation with your major advisor, choose an additional 20 upper division credits in at least two disciplines.

Senior Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETHS 191</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 190</td>
<td>Senior Project</td>
<td>3-3</td>
</tr>
<tr>
<td>SOC 191</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

International Relations

Understanding international relations requires an analysis of the domestic politics, histories, cultures and economic systems of countries, but also how states interact as they pursue their economic and security interests.

Majors in international relations examine the historical patterns of world affairs, how change occurs in inter-state dynamics, the interplay of economic and strategic pressures and the impact of international organizations. In addition to an introductory course, the major includes specific courses on American foreign policy, the formation of states and nations, the structure of empires and theories of international relations. Also offered are courses on the Middle East and sub-Saharan Africa.

Because an adequate knowledge of world politics demands an intimate understanding of cultures, language proficiency represents a crucial component of international relations. The major therefore counts language study toward the major requirements.

Graduates in the major pursue varied careers in public service, international business and global organizations. Many undertake graduate study in such disciplines as political science, international development, law and business. Most important, graduates in international relations are well-informed citizens, prepared to involve themselves in political action.

Program Goals

- Students will learn to recognize the diverse forms of power that characterize various political systems.
- Students will learn to communicate responsibly and effectively by constructing and presenting well-conceived and well-written arguments pertaining to political affairs.
- Students will learn to think critically by formulating alternative explanations for events and trends in the contemporary world.
- Students will become familiar with fundamental scholarship and cutting edge research in political science.

Major

International Relations Major—BA (p. 62)

Faculty & Staff

Faculty

Andrew Flores
Assistant Professor of Political Science
Vera Long 114, 510.430.2396, andflores@mills.edu
Professional Interests: American politics, political behavior, public opinion, racial and ethnic politics, LGBT politics, public policy, statistics and political methodology

Martha C. Johnson
Associate Professor of Political Science
Program Head
Vera Long 107, 510.430.3310, majohnson@mills.edu
Professional Interests: Comparative politics, African politics, democratization, food politics, the politics of development

Staff

Tayler Hammond
Faculty Administrative Assistant
510.430.2194, gsb@mills.edu

International Relations Major—BA

Minimum of 32 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL 016</td>
<td>Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 017</td>
<td>International Relations</td>
<td>4</td>
</tr>
<tr>
<td>PPOL 132</td>
<td>Theories of International Relations</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 143</td>
<td>States and Nations</td>
<td>3</td>
</tr>
</tbody>
</table>

Senior Requirement

A senior thesis or equivalent research exercise, undertaken with the direct supervision of a faculty member in the Department of Public Policy and Political Science.
The journalism minor at Mills offers students the opportunity to study news reporting and writing in the context of a liberal arts education. The emphasis is on critical thinking, information gathering, clear writing, and digital storytelling. Students are taught to analyze the strengths and weaknesses of the news reports they read in print and online, to seek out different points of view, to challenge conventional wisdom, and to create fair and balanced stories on complex topics.

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, writing, editing, and digital storytelling techniques, as well as develop a critical analysis of how the major media cover social, political, and economic issues.

The aim of the minor is to prepare students—as engaged participants in their country and the world—to evaluate news events and news sources, and to value the free flow of information in a democratic society. There is no journalism major at Mills. Instead, we encourage students to get a background in liberal arts and to develop expertise in one of the traditional academic majors.

Students are also encouraged to write, edit, and produce multimedia stories for The Campanil (the campus newspaper and online news platform), and to explore opportunities in multimedia reporting, radio, and video. The San Francisco Bay Area offers a wide variety of internships that enhance the academic program.

**Minor**

**Journalism Minor**

510.430.2217
journalism@mills.edu

The journalism minor is designed to offer students a broad view of the law, prepare them for law school applications, and complement a student’s existing major. The Statement on Prelaw Preparation of the American Bar Association Section of Legal Education and Admission to the Bar recommends no specific major or courses, but stresses the development of core skills considered essential for legal education. Law schools do not recommend a particular major as much as students having:

1. Analytic/problem-solving skills,
2. Critical reading abilities,
3. Writing skills,
4. Oral communication and listening abilities, and
5. Familiarity with the law.

The legal studies minor enhances these skills for students. The course requirements expose students to legal institutions and methods of studying the law. The electives build capacities in analytic skills, critical thinking, writing, and familiarity with the law. The Moot Court@Mills annual oral arguments provide students with rigorous, challenging work. Students who have an interest in majoring in legal studies should consider the Legal Studies concentration of the PEPL major.
About Moot Court@Mills: Students wishing to compete in Moot Court@Mills must enroll in American Constitutional Law (GOVT 152 / GOVT 180) for 4 semester credits. In Moot Court, students work in pairs to address pressing constitutional questions based on the facts of a fictitious case. Students are randomly assigned to argue for one of two opposing teams. Law professors and lawyers from the Oakland community come to Mills College campus act as a panel of judges questioning the students on their arguments, as would occur in an oral argument before the Supreme Court of the United States.

Majors & Minors
Major
Politics, Economics, Policy and Law Major—BA (p. 75)

Minor
Legal Studies Minor (p. 64)

Faculty & Staff
Faculty
Betsy Baum Block
Professor of Practice
GSB 235, bblock@mills.edu
Professional Interests: Policy analysis and program evaluation, demographics of Bay Area poverty, workforce development

Mark Henderson
Associate Professor of Public Policy
Department Head Public Policy & Political Science
Interim Program Head Public Policy
GSB 225, 510.430.3169, mhenderson@mills.edu
Professional Interests: Environmental policy in the United States and China, urbanization and land use planning, global climate change, policy applications of geographic information science (GIS).

Margaret Hunter
Fletcher Jones Professor of Sociology
Professor of Sociology
Vera Long 116, 510.430.3220, mhunter@mills.edu
Professional Interests: Skin tone stratification and skin bleaching in the Black and Latina/o communities, comparative racial and ethnic relations, sociology of gender and the body, contemporary racial attitudes, race and gender politics in hip-hop

Martha C. Johnson
Associate Professor of Government
Vera Long 107, 510.430.3310, majohnson@mills.edu
Professional Interests: Comparative politics, African politics, democratization, food politics, the politics of development

Larry Magid
Professor of Practice
GSB 225, 510.430.3105, lmagid@mills.edu
Professional Interests: Electoral politics, legislative advocacy, policy analysis; public finance; civic engagement; media, energy and environmental issues

Siobhan Reilly
Professor of Economics
GSB 232, 510.430.2346, sreilly@mills.edu
Professional Interests: Public economics, labor economics, economics of the family, health economics, urban economics, international economics

Lorien Rice
Kathryn P. Hannam Professorship in American Studies
Professor of Economics
GSB 233, 510.430.3113, lrice@mills.edu (lrice@mills.edu)
Professional Interests: Applied microeconomics, banking, energy economics, labor economics

Roger Sparks
Professor of Economics
Department Head
GSB 231, 510.430.2137, sparks@mills.edu
Professional Interests: Labor economics, public policy, poverty, education economics, applied econometrics

Malia Vella
Assistant Professor of Practice
GSB 235, mavalla@mills.edu
Professional Interests: Law and public policy, social justice

Staff
Tayler Hammond
Administrative Assistant
510.430.2194, gsb@mills.edu

Legal Studies Minor
Minimum of 22 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Courses in Law</td>
<td></td>
</tr>
<tr>
<td>PPOL 093</td>
<td>Law and Society</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 152</td>
<td>American Constitutional Law: Fundamental Freedoms</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Critical or Deductive Reasoning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one from the following:</td>
<td></td>
</tr>
<tr>
<td>CS 063</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>ECON 149</td>
<td>Strategic Behavior</td>
<td>4-4</td>
</tr>
<tr>
<td>ENG 104</td>
<td>Introduction to Critical Theory</td>
<td>3</td>
</tr>
<tr>
<td>ETHS 126</td>
<td>Theories of Race and Ethnicity</td>
<td>4</td>
</tr>
<tr>
<td>MATH 004</td>
<td>Discrete Mathematics I</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 051</td>
<td>Formal Logic</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 182</td>
<td>Feminist and Queer Theories</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor electives may be drawn from all courses listed for the PEPL Legal Studies concentration

1 Limited substitutions for concentration and elective courses may be permitted upon approval of the student’s advisor.

Mathematics

Mathematics
510.430.2226
mathematics@mills.edu
In view of the pervasive roles that quantitative analysis plays throughout our society, a basic familiarity with the disciplines of mathematics 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 of providing them with the high-quality instruction they need to succeed in these disciplines. Encouraging mathematical literacy is part of the College’s continued effort to increase the analytical 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 (MATH 047 Calculus I–MATH 048 Calculus II) begins in the fall. Students who need additional preparation before taking calculus should enroll in MATH 003 Pre-Calculus along with MATH 003L Pre-Calculus Workshop in the spring before beginning MATH 047 Calculus I the following fall. To determine which initial course 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 MATH 050 Linear Algebra and MATH 049 Multivariable Calculus.

Before declaring a major in mathematics, a student must have completed MATH 047 Calculus I, MATH 048 Calculus II, and MATH 050 Linear Algebra. 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 Calculus I, MATH 048 Calculus II, and MATH 050 Linear Algebra. Proficiency in basic logical and problem-solving skills, as determined by the instructor, is required for enrollment in advanced courses.

Program Goals

- Develop analytical skills and logical reasoning.
- Develop ability to communicate mathematical thoughts in a clear and coherent fashion.
- Develop problem-solving skills, and in particular, develop the ability to handle problems that require multiple steps for their solution.
- Improve quantitative skills.
- Learn to apply a major mathematical theory to solve non-trivial problems in other scientific domains.

### Majors & Minors

#### Majors

Mathematics Major—BA (p. 65)
Mathematics Major—BS (p. 66)

#### Minor

Mathematics Minor (p. 66)

### Faculty & Staff

#### Faculty

**Maia Averett**
Associate Professor of Mathematics
Department Head of Mathematics and Computer Science
CPM 200A, 510.430.2106, maverett@mills.edu
Professional interests: Algebraic topology, homotopy theory, women and mathematics

**Barbara Li Santi**
Professor of Mathematics and Computer Science
CPM Room 200B, 510.430.2247, barbara@mills.edu
Professional Interests: Artificial intelligence applications in education, cognitive science, intelligent tutoring systems, computer science education, linear algebra

**Susan S. Wang**
Professor of Computer Science
Interdisciplinary Computer Science Program Head
Sarlo Award Recipient
CPM Room 202, 510.430.2138, wang@mills.edu
Professional Interests: Design and analysis of algorithms, very large-scale integrated systems, parallel computation

#### Staff

**Holly Robinson**
Faculty Administrative Assistant
CPM Room 104, 510.430.2226, holly@mills.edu

### Mathematics Major—BA

Minimum of 46 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 047 &amp; MATH 048</td>
<td>Calculus I and Calculus II</td>
<td>6</td>
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<tr>
<td>MATH 049</td>
<td>Multivariable Calculus</td>
<td>4</td>
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<tr>
<td>MATH 050</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 131</td>
<td>Introduction to Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 141 &amp; MATH 142</td>
<td>Real Analysis I and Real Analysis II</td>
<td>8</td>
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<tr>
<td>Select five courses from the following:</td>
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<td></td>
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<tr>
<td>MATH 006</td>
<td>Discrete Mathematics II</td>
<td></td>
</tr>
<tr>
<td>MATH 102</td>
<td>Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td>MATH 104</td>
<td>Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 108</td>
<td>Mathematical Modeling</td>
<td></td>
</tr>
<tr>
<td>MATH 127</td>
<td>Linear Optimization</td>
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</table>
Mathematics Major—BS

Minimum of 36 semester course credits and general BS requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td>Required</td>
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<tr>
<td>MATH 049</td>
<td>Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 050</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 131</td>
<td>Introduction to Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 141 &amp; MATH 142</td>
<td>Real Analysis I and Real Analysis II</td>
<td>8</td>
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<tr>
<td></td>
<td>Select four courses from the following:</td>
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<tr>
<td>MATH 006</td>
<td>Discrete Mathematics II</td>
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<tr>
<td>MATH 102</td>
<td>Probability and Statistics</td>
<td></td>
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<tr>
<td>MATH 104</td>
<td>Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 108</td>
<td>Mathematical Modeling</td>
<td></td>
</tr>
<tr>
<td>MATH 127</td>
<td>Linear Optimization</td>
<td></td>
</tr>
<tr>
<td>MATH 128</td>
<td>Theory of Computation</td>
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<tr>
<td>MATH 132</td>
<td>Topics in Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 154</td>
<td>Foundations of Geometry</td>
<td></td>
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<tr>
<td>MATH 158</td>
<td>Topics in Topology</td>
<td></td>
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<tr>
<td>MATH 160</td>
<td>Complex Analysis</td>
<td></td>
</tr>
<tr>
<td>MATH 180</td>
<td>Topics in Mathematics</td>
<td></td>
</tr>
<tr>
<td>CS 064</td>
<td>Computer Concepts and Intermediate</td>
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</tr>
<tr>
<td></td>
<td>Programming</td>
<td></td>
</tr>
<tr>
<td>CS 125</td>
<td>Theory of Algorithms</td>
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</tbody>
</table>

Other computer science upper-division courses may be used as electives in the mathematics major at the discretion of the department.

Recommended

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PHIL 051</td>
<td>Formal Logic</td>
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</tr>
<tr>
<td>PHYS 061 &amp; PHYS 062</td>
<td>General Physics I and General Physics II</td>
<td></td>
</tr>
</tbody>
</table>

Additional courses in mathematics, logic, and computer science, and a reading knowledge of French, German, or Russian, are useful.

Note: MATH 049 Multivariable Calculus, MATH 050 Linear Algebra, or MATH 141 Real Analysis I, included in the required courses above, and MATH 102 Probability and Statistics, MATH 104 Differential Equations, or CS 064 Computer Concepts and Intermediate Programming, if chosen from the list of electives above, may not be counted toward the natural science and mathematics core option for the BS degree.

Students intending to pursue graduate study are encouraged to give an oral presentation on an advanced topic.

Mathematics Minor

Minimum of 26 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required</td>
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</tr>
<tr>
<td>MATH 047</td>
<td>Calculus I</td>
<td>6</td>
</tr>
<tr>
<td>MATH 048</td>
<td>and Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 049</td>
<td>Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 050</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select two courses from the following:</td>
<td>8</td>
</tr>
<tr>
<td>MATH 006</td>
<td>Discrete Mathematics II</td>
<td></td>
</tr>
<tr>
<td>MATH 102</td>
<td>Probability and Statistics</td>
<td></td>
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<tr>
<td>MATH 104</td>
<td>Differential Equations</td>
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<tr>
<td>MATH 108</td>
<td>Mathematical Modeling</td>
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<tr>
<td>MATH 127</td>
<td>Linear Optimization</td>
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</tr>
<tr>
<td>MATH 128</td>
<td>Theory of Computation</td>
<td></td>
</tr>
<tr>
<td>MATH 131</td>
<td>Introduction to Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 141 &amp; MATH 142</td>
<td>Real Analysis I and Real Analysis II</td>
<td></td>
</tr>
<tr>
<td>MATH 132</td>
<td>Topics in Algebra</td>
<td></td>
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<tr>
<td>MATH 154</td>
<td>Foundations of Geometry</td>
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<td>MATH 158</td>
<td>Topics in Topology</td>
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</tr>
<tr>
<td>MATH 160</td>
<td>Complex Analysis</td>
<td></td>
</tr>
<tr>
<td>MATH 180</td>
<td>Topics in Mathematics</td>
<td></td>
</tr>
<tr>
<td>CS 125</td>
<td>Theory of Algorithms</td>
<td></td>
</tr>
</tbody>
</table>

Music

Music
510.430.2171
music@mills.edu

The Mills College Music Department offers a unique undergraduate major in music that promotes a dynamic interaction between performance and improvisation, cultural studies, composition, and sound technology. We encourage our students to investigate and to play music from a broad spectrum of styles and traditions. Above all, the fostering of creativity, which can lead to innovative and even revolutionary ideas, lies at the core of our undergraduate music program.

Our students study composition, electronic music, and media technology with ground-breaking artists. They learn how to compose
spontaneously with world-renowned improvisers, and to explore music from both the past and the present under the guidance of our outstanding performance faculty. They also examine the intersections of music and its myriad global, historical, and cultural contexts with passionate scholars.

Performance students work with top San Francisco Bay Area musicians and participate in a range of groups, including Early Music, Performance Collective (Chamber), and the Vocal, Percussion, Gamelan, African Drumming, Music Improvisation Ensemble, and Contemporary Performance Ensemble.

The Mills Music Department has stood at the forefront of experimental music and its allied arts and sciences for decades. Our program provides undergraduate women the opportunity to assume roles in music technology, recording engineering, and composition that were traditionally inaccessible to them. All music students at Mills can work in the recording facilities of our 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 the long chain of innovation at Mills.

Just as all musical activities should be interrelated, music should not be isolated from other disciplines in the arts, the humanities, and the sciences. We therefore enthusiastically support interdisciplinary work and language study, and are committed to courses of study that fit the needs of students with special interests. In keeping with the liberal arts mission of the College, we also offer courses suitable for non-majors that not only introduce students to a wide variety of styles and repertoire, but also place musical activity within the broader context of intellectual history and global culture.

Our undergraduates are encouraged to think critically, to collaborate, to explore and refine their creativity, to expand their vocabularies and techniques, and forge their own diverse paths.

Program Goals

- To understand music within a broad cultural, political, social and intellectual context.
- To possess a knowledge of and openness to a diversity of musical styles and practices.
- To be able to notate and read music proficiently. To achieve excellent musicianship skills (through sight singing and ear training.)
- To have a good grasp of Western music theory and history, demonstrated by analyses of scores and research papers on music history.
- For performers: To demonstrate technical mastery of her instrument or discipline, and a comprehensive knowledge of its styles and repertoire, past and present, and to have learned and developed improvisation skills in addition to studying the standard repertoire.
- For composers: To demonstrate the ability to write music, technical skills in the use of electronic and recording media, and an understanding of how to use these skills for creative ends.

Majors & Minors

Major

Music Major—BA (p. 68)

Minor

Music Minor (p. 68)

Faculty & Staff

Faculty

David Bernstein
Professor of Music
Music 264, 510.430.2025, davidb@mills.edu
Professional Interests: John Cage, Pauline Oliveros, American experimentalism, avant-garde music and aesthetics, Arnold Schoenberg’s tonal theories, post-tonal theory and analysis, 20th-century music literature, the history of late 19th- and early 20th-century harmonic theory

John Bischoff
Professor of Music
Composer
Luther Brusie Marchant Professorship
Music 244, 510.430.2331, bischoff@mills.edu
Professional Interests: Composition; electronic music for solo performers; computer network bands, and instrumental ensembles; alternative tuning systems; electroacoustic instrument construction

James Fei
Professor of Intermedia and Electronic Arts
Program Head of Art and Technology
Department Head of Music
Music 231, 510.430.2329, jfei@mills.edu
Professional Interests: Composition, improvisation, sound installation, live electronic music, recording, intermedia

Nalini Ghuman
Professor of Music
Music 265, 510.430.2332, nalining@mills.edu
Professional Interests: Nineteenth- and 20th-century Western classical music and opera; solo and chamber piano performance; ethnomusicology (particularly North Indian vocal music and Welsh folk music; cultural studies; post-colonial perspectives on musical orientalism, nationalism, and cross-cultural musical exchange

Roscoe Mitchell
Professor of Music
Darius Milhaud Professorship
Music 276, 510.430.2200, rmitchell@mills.edu
Professional Interests: John Cage, Pauline Oliveros, American experimentalism, avant-garde music and aesthetics, Arnold Schoenberg’s tonal theories, post-tonal theory and analysis, 20th-century music literature, the history of late 19th- and early 20th-century harmonic theory

Zeena Parkins
Distinguished Visiting Artist, Spring
Music 275, 510.430.2142, zenpark1@me.com
Professional Interests: Composition, improvisation; sound installations; recording; sound processing; inventing new harps; performances of music: acoustic/electric, analog/digital, composed/improvised; writing scores for film, theater and dance with a particularly strong commitment to collaborative work with choreographers and visual artists

Laetitia Sonami
Professor of Music
Music 243, 510.430.2330, laetitia@sonami.net
Professional Interests: Composition, strategies for live performance of electronic music, new interfaces and wearables, interactive systems, sound installations in the public sphere, intermedia, collaborations with writers, film makers and dancers.

Jennifer Wilsey
Assistant Adjunct Professor
Music 248, 650.464.1052, jwilsey@mills.edu
Professional Interests: The practices and pedagogies of improvisation, composition, musicianship, music theory, and percussion; contemplative practices in education; tuning systems.

Staff

Steed Cowart
Concert Coordinator
Music 138, 510.430.2334, steed@mills.edu

Les Stuck
Technical Director
Music 233, 510.430.2336, les@mills.edu

Stephanie Neumann
Faculty Administrative Assistant
Music 137, 510.430.2171, sneumann@mills.edu

Resources

- Center for Contemporary Music (https://inside.mills.edu/campus_life/center_for_contemporary_music)
- Mills Music Now (https://musicnow.mills.edu)

Music Major—BA

Minimum of 42 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MUS 003</td>
<td>Musicianship I–IV</td>
<td>2</td>
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<tr>
<td>MUS 005</td>
<td>Diatonic Harmony and Counterpoint I</td>
<td>4</td>
</tr>
<tr>
<td>MUS 006</td>
<td>Diatonic Harmony and Counterpoint II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 149</td>
<td>Creativity Seminar: conception, collaboration, realization</td>
<td>4</td>
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<td>MUS 150</td>
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Each student chooses courses from the areas of study below: 20

Music and Culture

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MUS 014</td>
<td>Musics of the World: Southeast Asia, Korea and Japan</td>
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<tr>
<td>MUS 015</td>
<td>Musics of the World: Africa, the Mediterranean, and the Americas</td>
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<tr>
<td>MUS 101</td>
<td>20th-Century Styles and Techniques I: 1900–1945</td>
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<tr>
<td>MUS 102</td>
<td>Experimental Music: From 1952 to the Present</td>
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<tr>
<td>MUS 116</td>
<td>Women, Gender, and Musical Creativity</td>
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<tr>
<td>MUS 117</td>
<td>Studies in European Music and Culture to 1750</td>
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<td>MUS 118</td>
<td>Classical and Romantic Music</td>
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<td>MUS 120</td>
<td>American Music</td>
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<td>MUS 121</td>
<td>Film Music: Mood and Meaning</td>
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<td>MUS 137</td>
<td>Seminar in Music Literature and Criticism</td>
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<tr>
<td>MUS 141</td>
<td>The Music of India: Brahma to Bhangra</td>
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MUS 160 Practicum
MUS 163 The World of Opera
MUS 170 African American Music: The Meaning and the Message

Electronic Music

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<tr>
<td>MUS 047/147</td>
<td>Introduction to Electronic Music</td>
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<tr>
<td>MUS 054/154</td>
<td>Introduction to Computer Music</td>
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<td>MUS 160</td>
<td>Practicum</td>
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<tr>
<td>MUS 161</td>
<td>Sound Techniques of Recording</td>
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<tr>
<td>MUS 164</td>
<td>Advanced Audio Recording</td>
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Composition

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<tr>
<td>MUS 124</td>
<td>Contemporary Instrumentation and Orchestration</td>
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<td>MUS 136</td>
<td>Music Instrument Building</td>
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<td>MUS 159</td>
<td>Seminar in Musical Performance, Composition, and Improvisation</td>
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<tr>
<td>MUS 160</td>
<td>Practicum</td>
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Music Theory

<table>
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<tr>
<td>MUS 056</td>
<td>Musical Form: Listening and Analysis</td>
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<tr>
<td>MUS 148</td>
<td>Post-Tonal Theory and Analysis</td>
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</tr>
<tr>
<td>or MUS 155</td>
<td>Advanced Chromatic Harmony and Post-Tonal Theory</td>
<td></td>
</tr>
<tr>
<td>MUS 156</td>
<td>Tonal Analysis</td>
<td></td>
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<tr>
<td>MUS 160</td>
<td>Practicum</td>
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Performance

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<tr>
<td>MUS 111</td>
<td>Improvisation Workshop</td>
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<td>MUS 159</td>
<td>Seminar in Musical Performance, Composition, and Improvisation</td>
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<tr>
<td>MUS 160</td>
<td>Practicum</td>
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Music Minor

Minimum of 20 semester course credits

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<tr>
<td>MUS 003</td>
<td>Musicianship I–IV (Musicianship II and III required)</td>
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Required

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<td>MUS 003</td>
<td>Musicianship I–IV (Musicianship II and III required)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 005</td>
<td>Diatonic Harmony and Counterpoint I</td>
<td>8</td>
</tr>
<tr>
<td>MUS 006</td>
<td>Diatonic Harmony and Counterpoint II</td>
<td></td>
</tr>
</tbody>
</table>
Creativity Seminar: conception, collaboration, organize ideas and construct arguments, and to communicate problems and evaluate their solutions, to distill complex data, and to faculty. Philosophical ideas and a high degree of interaction among students.

Many students may arrive at Mills with little previous exposure to philosophy and are uncertain where to begin exploring the subject. Any lower-division course can serve as an introduction to the discipline, especially courses in the history of philosophy (Ancient Philosophy, Early Modern Philosophy, and Chinese Philosophy) and value theory (Ethics and Political Philosophy). Upper-division courses, too, may be appropriate for students beyond their first year if they have an interest or background in the specific area. For example, many students contemplating a career in law or public service enroll in Philosophy of Law; students in psychology and computer science enroll in Philosophy of Mind; and literature and fine arts students enroll in Aesthetics.

Program Goals

- Possess a critical understanding of the positions taken by major figures in the history of philosophy.
- Possess a critical understanding of major issues in speculative philosophy (metaphysics, epistemology and their sub-divisions.)
- Possess a critical understanding of major issues in value theory (ethics, political philosophy, aesthetics and their sub-divisions.)
- Understand the logical structure of natural language and be able to construct and test arguments using formal proof procedures.
- Be able to use philosophical concepts and theories to construct cogent and well-written defenses of positions taken on contentious issues.

Minors

Philosophy Minor

History of Philosophy Minor

Faculty & Staff

Faculty

Jay A. Gupta
Associate Professor of Philosophy
Edward Hohfeld Professorship

Vera Long 117, 510.430.3342, jgupta@mills.edu
Professional Interests: Nineteenth-century European philosophy (particularly Hegel and Nietzsche); aesthetics; critical theory/political philosophy; philosophy of mind

Jack Rasmus-Vorrath
Assistant Adjunct Professor
Vera Long 127, 510.430.2349, jrasmusvorrath@mills.edu
Professional Interests: Phenomenology, hermeneutics, aesthetics, ethics, information theory, artificial intelligence

Staff

Nikole Wilson-Ripsom
Administrator, Cross-Departmental
History of Philosophy Minor

Minimum of 19 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PHIL 010</td>
<td>Ancient Philosophy</td>
<td>3</td>
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<tr>
<td>PHIL 011</td>
<td>Early Modern Philosophy</td>
<td>4</td>
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<tr>
<td>PHIL 043/143</td>
<td>Existentialism</td>
<td>3</td>
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<tr>
<td>PHIL 184</td>
<td>19th Century European Philosophy: Hegel, Marx, &amp; Nietzsche</td>
<td>3</td>
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<tr>
<td>PHIL 185</td>
<td>Wittgenstein and Heidegger</td>
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Select 3 additional semester course credits in Philosophy (typically one class) drawn from the topics classes offered by the Philosophy Department, including:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PHIL 028/128</td>
<td>Political Philosophy</td>
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<tr>
<td>PHIL 051</td>
<td>Formal Logic</td>
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</tr>
<tr>
<td>PHIL 060</td>
<td>Philosophy of Religion</td>
<td></td>
</tr>
<tr>
<td>PHIL 062</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 090/190</td>
<td>Metaphysics</td>
<td></td>
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<tr>
<td>PHIL 131</td>
<td>Aesthetics</td>
<td></td>
</tr>
<tr>
<td>PHIL 144</td>
<td>Language, Meaning, and Understanding</td>
<td></td>
</tr>
<tr>
<td>PHIL 145</td>
<td>Philosophy of Mind</td>
<td></td>
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</table>

Philosophy Minor

Minimum of 19 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 010</td>
<td>Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 011</td>
<td>Early Modern Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 062</td>
<td>Ethics</td>
<td>3</td>
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</table>

Select 9 additional semester course credits in Philosophy (typically three classes), at least 6 of which must be upper division, in consultation with the Philosophy Department faculty. ¹

¹ Note that students may substitute PHIL 051 Formal Logic for one required upper-division course.

Physical Education

Athletics, Physical Education, and Recreation
510.430.2172
athletics@mills.edu

At Mills, we offer a broad spectrum of outstanding opportunities in an inclusive and empowering learning environment that challenges and supports students. 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 develop a passion for putting your body into motion.

Our intercollegiate athletic teams include cross country, rowing, soccer, swimming, tennis, and volleyball. Mills is a member of the National Collegiate Athletic Association (Division III). Our goal is to provide undergraduate students with high quality intercollegiate competition that prioritizes development of the whole person in an inclusive community. We teach life skills that transcend athletics. Go Cyclones!

Although we have no physical education requirement at Mills, our classes are so popular that about half of our students enroll in a PE activity course each semester. We offer about 30 activity courses for academic credit each semester, such as: Personal Wellness, Introduction to Sports Medicine, Massage, Capoeira, Personal Defense, Fencing, Zumba, Hip-Hop Aerobics, Pilates, Yoga, and Strength Training. Our instructors are highly qualified, engaging, and always happy to see both beginning and experienced participants. PE courses like hiking, trail running, and sailing offer students the chance to experience some of the beautiful parks in the Bay Area, as well as an opportunity to get off campus for some sunshine and stress relief.

Our recreation program offers a wide range of activities, including a multitude of campus-wide events, intramurals and off-campus excursions. 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 indoor soccer or dodgeball, outdoor rock climbing, stand-up paddle boarding, or kayaking, you are sure to have a great time. The Cyclone Century Club offers incentives to track your exercise hours online and wellness milestones.

Degree Requirements

There is no physical education requirement at Mills College. Physical education activity courses are offered on a pass/no pass basis. Students who meet the participation requirements of physical education activity courses receive 1–2 credits toward their undergraduate degree if they register for the class on a pass/no pass (P/NP) basis and have not exceeded the PE credit limit of 4 semester course credits. Auditors must meet the same participation requirements as those who are taking the course for credit. See Physical Education Course List (p. ) for course descriptions.

For more information about the Athletics, Physical Education, and Recreation Department, please visit our department website (http://www.millscyclones.com).

Faculty & Staff

Theme Adachi
Assistant Dean of Student Life, Director of Athletics, Physical Education and Recreation
Haas Pavilion 109, 510.430.3285, themy@mills.edu

Tony Canedo
Head Tennis Coach, Elementary and Intermediate Tennis Tennis Courts, 510.430.3257, tcanedo@mills.edu

Jack Cowden
Head Volleyball Coach, Volleyball
Haas Pavilion 113, 510.430.3283, jcowden@mills.edu

Claire Donaldson
Elementary Swimming Trefethen Aquatic Center, 510.430.2170, cdd54@hotmail.com

Lilia Dosalmas
Head Soccer Coach, Strength Training, Soccer
Political Science

Are you interested in American politics or social activism? Perhaps you want to learn more about the politics of other countries or international affairs. Maybe you are concerned with pressing issues of our time like climate change, inequality, and civil rights. If you are interested in any of these or related topics or you care about how power and resources are allocated in society, the political science major at Mills is for you!

The major is rigorous and structured. It also offers you an opportunity to explore exciting topics at the cutting edge of political science, like LGBTQ rights, digital activism, and women's representation in politics. Through a combination of broad courses in the main sub-fields of political science, small seminar courses on pressing contemporary issues, and research experience with a faculty member, the major provides you with strong writing, communication, analytical, and data skills.

The faculty in the major prepare students to be leaders in a diverse and pluralistic world. After completing the major, you can pursue many different careers in public, private, for-profit, and non-profit organizations. Political science graduates go on to work in law, consulting, research, business, government, elected office, campaigning, journalism, and more. In addition, the rigor and research experience built into this major make it an excellent choice for those who want to pursue graduate study in the social sciences.

To earn a major in political science, you must complete at least five breadth courses across the five main subfields of political science (American Politics, Comparative Politics, International Relations, Political Analysis, and Political Theory). You must also select a major concentration and complete an additional 18 semester credits in the concentration. Finally, you will complete a capstone research experience.

Majors & Minors

Major
Political Science Major—BA (p. 72)

Minor
Political Science Minor (p. 73)

Faculty & Staff

Andrew Flores
Assistant Professor of Political Science
Vera Long 114, 510.430.2396, andflores@mills.edu
(lbamberger@mills.edu)
Professional Interests: American politics, political behavior, public opinion, racial and ethnic politics, LGBT politics, public policy, statistics and political methodology

Mark Henderson
Associate Professor of Public Policy
Department Head Public Policy & Political Science
Interim Program Head Public Policy
GSB 225, 510.430.3169, mhenderson@mills.edu
Political Science Major—BA

Minimum of 37 semester course credits and general BA requirements (p. 107)

Each student must complete at least five breadth courses across the five main subfields of political science and select a major concentration. Each student must complete at least 18 semester course credits in the concentration. Finally, each student must complete a capstone research experience.

Breadth Requirement

Students must complete at least 3 semester course credits in each of the five main subfields of political science. A course cannot be used for two subfields for the breadth requirements. At least 6 of the breadth credits must be at the upper division level.

American Politics

<table>
<thead>
<tr>
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<th>Hours</th>
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<tr>
<td>ETHS 040/140</td>
<td>Activism in the Digital Age</td>
<td>3-4</td>
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<tr>
<td>ETHS 165</td>
<td>Politics of Chicana/Latina Communities</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 093</td>
<td>Law and Society</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 115</td>
<td>The American Presidency</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 151</td>
<td>Political Representation</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 152</td>
<td>American Constitutional Law: Fundamental Freedoms</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 157</td>
<td>Minority Political Behavior</td>
<td>3-4</td>
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Comparative Politics

<table>
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<tr>
<td>ETHS 039</td>
<td>Latin American Social Movements</td>
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<tr>
<td>ETHS 047</td>
<td>The &quot;Third World&quot;: Colonialism and Globalization</td>
<td>3</td>
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<tr>
<td>ETHS 158</td>
<td>Latin American Transnational Migration</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 016</td>
<td>Comparative Politics</td>
<td>3</td>
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<tr>
<td>PPOL 130</td>
<td>Regime Change</td>
<td>3-4</td>
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<tr>
<td>PPOL 142</td>
<td>African Politics</td>
<td>3-4</td>
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<tr>
<td>PPOL 143</td>
<td>States and Nations</td>
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<tr>
<td>PPOL 187</td>
<td>Comparative Politics of Social Policy</td>
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International Relations

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<td>ETHS 158</td>
<td>Latin American Transnational Migration</td>
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<tr>
<td>PPOL 017</td>
<td>International Relations</td>
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<tr>
<td>PPOL 150</td>
<td>Environmental Policy Analysis</td>
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Concentration

Students must select a concentration and complete at least 18 semester course credits in the concentration. At least nine of the concentration credits must be at the upper division level. Additional courses not on the lists below may be counted with advisor approval.

American Politics Concentration

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<tr>
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<td>ETHS 040/140</td>
<td>Activism in the Digital Age</td>
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<td>ETHS 165</td>
<td>Politics of Chicana/Latina Communities</td>
<td>3-4</td>
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<tr>
<td>ETHS 166</td>
<td>Women of Color in Social Movements</td>
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<tr>
<td>PSYC 155</td>
<td>Social Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 158</td>
<td>Psychology of Intergroup Relations and Prejudice</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 093</td>
<td>Law and Society</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 115</td>
<td>The American Presidency</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 151</td>
<td>Political Representation</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 152</td>
<td>American Constitutional Law: Fundamental Freedoms</td>
<td>3-4</td>
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<tr>
<td>PPOL 157</td>
<td>Minority Political Behavior</td>
<td>3-4</td>
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<tr>
<td>WGSS 135</td>
<td>Race, Sexuality, and the State</td>
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Comparative Politics and International Relations Concentration

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<td>ECON 155</td>
<td>International Trade</td>
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<tr>
<td>ECON 158</td>
<td>International Finance</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 159</td>
<td>Economic Development</td>
<td>3-4</td>
</tr>
<tr>
<td>ETHS 039</td>
<td>Latin American Social Movements</td>
<td>3-4</td>
</tr>
<tr>
<td>ETHS 047</td>
<td>The &quot;Third World&quot;: Colonialism and Globalization</td>
<td>3</td>
</tr>
<tr>
<td>ETHS 158</td>
<td>Latin American Transnational Migration</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 016</td>
<td>Comparative Politics</td>
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<tr>
<td>PPOL 017</td>
<td>International Relations</td>
<td>4</td>
</tr>
<tr>
<td>PPOL 130</td>
<td>Regime Change</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 143</td>
<td>States and Nations</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 148</td>
<td>Model United Nations</td>
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Political Science Minor

Students must complete at least 18 semester credits, including at least 9 upper division credits. Students must complete at least one course in each of the five subfields of Political Science.

Political Analysis Concentration

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<th>Code</th>
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<tbody>
<tr>
<td>CS 080AJ</td>
<td>Python For All</td>
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<tr>
<td>DATA 60</td>
<td>Data Visualization</td>
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<tr>
<td>DATA 150</td>
<td>Introduction to Data Analysis</td>
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<tr>
<td>ECON 081</td>
<td>Introduction to Statistics</td>
<td>3</td>
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<tr>
<td>ECON 149</td>
<td>Strategic Behavior</td>
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<tr>
<td>ECON 165</td>
<td>Applied Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 182</td>
<td>Modeling and Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ETHS 119</td>
<td>Action Research for Social Change</td>
<td>4</td>
</tr>
<tr>
<td>ETHS 189/190</td>
<td>Research Methods with Communities of Color, with Fieldwork</td>
<td>4</td>
</tr>
<tr>
<td>MATH 102</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 162</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PPOL 100</td>
<td>Methods of Policy Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 151</td>
<td>Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 125</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>WGSS 101</td>
<td>Feminist and Queer Research Methodologies</td>
<td>4</td>
</tr>
<tr>
<td>WGSS 187</td>
<td>Fieldwork Study in Women’s, Gender and Sexuality Studies</td>
<td>4</td>
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</tbody>
</table>

Political Theory Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETHS 126</td>
<td>Theories of Race and Ethnicity</td>
<td>4</td>
</tr>
<tr>
<td>ETHS 150</td>
<td>Black Feminist Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 028/128</td>
<td>Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 125</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 162</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>WGSS 106</td>
<td>Postcolonial Feminist Theory and Literature</td>
<td>3-4</td>
</tr>
<tr>
<td>WGSS 135</td>
<td>Race, Sexuality, and the State</td>
<td>3</td>
</tr>
<tr>
<td>WGSS 182</td>
<td>Feminist and Queer Theories</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone Research Requirement

Students are required to accrue at least 4 semester course credits in active research projects. Students may choose to accomplish this requirement by completing directed research on faculty-led projects for credit or preparing a thesis in a senior seminar course offered by the Department of Public Policy and Political Science or the Department of Race, Gender, and Sexuality Studies.

Honors

To receive honors in the major, students must maintain a minimum GPA of 3.0 for all classes and a GPA of 3.7 within the major. Students must also enroll in a senior seminar course and complete the associated thesis.

American Politics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ETHS 040/140</td>
<td>Activism in the Digital Age</td>
<td>3-4</td>
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<tr>
<td>ETHS 185</td>
<td>Politics of Chicano and Latinx Communities</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 093</td>
<td>Law and Society</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 115</td>
<td>The American Presidency</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 151</td>
<td>Political Representation</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 152</td>
<td>American Constitutional Law: Fundamental Freedoms</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 157</td>
<td>Minority Political Behavior</td>
<td>3-4</td>
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Comparative Politics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ETHS 039</td>
<td>Latin American Social Movements</td>
<td>3-4</td>
</tr>
<tr>
<td>ETHS 047</td>
<td>The “Third World”: Colonialism and Globalization</td>
<td>3</td>
</tr>
<tr>
<td>ETHS 158</td>
<td>Latin American Transnational Migration</td>
<td>3-4</td>
</tr>
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<td>PPOL 016</td>
<td>Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 130</td>
<td>Regime Change</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 142</td>
<td>African Politics</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 143</td>
<td>States and Nations</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 148</td>
<td>Model United Nations</td>
<td>3</td>
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<tr>
<td>PPOL 187</td>
<td>Comparative Politics of Social Policy</td>
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International Relations

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ETHS 158</td>
<td>Latin American Transnational Migration</td>
<td>3-4</td>
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<tr>
<td>PPOL 017</td>
<td>International Relations</td>
<td>4</td>
</tr>
<tr>
<td>PPOL 150</td>
<td>Environmental Policy Analysis</td>
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Political Analysis

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>DATA 150</td>
<td>Introduction to Data Analysis</td>
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<tr>
<td>ECON 081</td>
<td>Introduction to Statistics</td>
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</tr>
<tr>
<td>ECON 165</td>
<td>Applied Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 182</td>
<td>Modeling and Data Analysis</td>
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<tr>
<td>MATH 102</td>
<td>Probability and Statistics</td>
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<tr>
<td>PPOL 100</td>
<td>Methods of Policy Analysis</td>
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<tr>
<td>PSYC 151</td>
<td>Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 125</td>
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Political Theory

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETHS 126</td>
<td>Theories of Race and Ethnicity</td>
<td>4</td>
</tr>
<tr>
<td>ETHS 150</td>
<td>Black Feminist Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 028/128</td>
<td>Political Philosophy</td>
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<tr>
<td>PHIL 125</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 162</td>
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<td>WGSS 106</td>
<td>Postcolonial Feminist Theory and Literature</td>
<td>3-4</td>
</tr>
<tr>
<td>WGSS 135</td>
<td>Race, Sexuality, and the State</td>
<td>3</td>
</tr>
<tr>
<td>WGSS 182</td>
<td>Feminist and Queer Theories</td>
<td>3</td>
</tr>
</tbody>
</table>

Politics, Economics, Policy and Law

Politics, Economics, Policy and Law
Mills College has a rich history of educating women leaders at the local, state, and national levels. The politics, economics, policy and law major builds on this heritage. This interdisciplinary major is designed around critical thinking, leadership, and transformational change. It provides students with the core methodological and analytic skills of its four disciplines while allowing students to explore issues that transcend disciplinary boundaries. It produces students with diverse analytical, methodological, and practical skills who can become leaders in legal, government, non-profit, or business careers or pursue graduate programs in political science, economics, sociology, public policy, politics, and law. Many of our graduates go on to become community leaders, including lawyers, advocates, city councilmembers, policy directors, legislative staff, elected officials, and nonprofit leaders.

Students have great academic freedom in this major. They can dive into one concentration or one issue, pursuing a passion, or they can sample courses from a variety of disciplines. PEPL advisors work one-on-one with students to create the major that truly fits their needs and interests. The rigorous curriculum is delivered by noted academic researchers, elected officials, industry practitioners, and policy makers. The major places special emphasis on the integration of theory and practice and providing students with professional networking and internship opportunities.

The PEPL major serves as a perfect entryway into Mills College's innovative Bachelor's-to-Master's Accelerated Degree Programs in Public Policy, Applied Economics, or Business Administration.

**Politics Concentration**

The study of politics at Mills is the study of power, influence, and change in the US and abroad. We include the study of political institutions, like Congress and the United Nations, but we go beyond, asking why people make the political decisions they do, how governments impact our lives, and how people change politics. Students are introduced to the core concepts and theories of political science then asked to apply them to the study of the many issues and areas covered by many elective options in the PEPL major.

**Economic Analysis Concentration**

This concentration prepares students for doing economic analysis in a variety of organizations, including established corporations, startups, government agencies, and non-profits. The concentration adds to the PEPL foundation by deepening student understanding of how markets work and how decisions by firms, households, and policy-makers influence the allocation of resources in the economy. The emphasis on robust and flexible analytical tools will prepare students for rewarding careers in international economics, finance, government regulation, environmental management, corporate planning, and many other fields.

**Public Policy Concentration**

This concentration in the PEPL program is similar to an undergraduate major in public policy. The academic discipline of public policy offers an integrative framework for solving the challenges of our communities today with innovative solutions, and drawing on the PEPL disciplines of economics, political science, and social science. Public policy at Mills College prepares students for engaged citizenship and community leadership, graduate programs, and careers in such fields as city and regional planning, community and economic development, public health, affordable housing, nonprofit and government leadership, law, politics, advocacy, and policy analysis.

Students in the public policy concentration build a "toolbox" of research and policy analytic methods and ethical and legal applications.

**Legal Analysis Concentration**

This concentration serves both students who seek a career in law and those who plan to pursue other careers both in the public or private sectors and who will benefit from a deep understanding of the role of law in contemporary society. The PEPL foundation provides students with analytic, problem solving, and methodological skills and findings from the study of human institutions and behavior. The legal concentration adds to the foundation by (1) familiarizing students with legal institutions and processes in the United States and internationally, (2) exposing students to the philosophy and reasoning behind legal decision making, and (3) improving students' ability to analyze the relationship between law, politics, economics and society.

**Program Goals**

- Students will learn to recognize the diverse forms of power that characterize various political systems.
- Students will become familiar with fundamental scholarship and cutting-edge research in political science, economics, public policy, and law.
- Students will learn to think critically by formulating alternative explanations for events and trends in contemporary political, economic, and legal affairs.
- Students will gain the ability to use the basic research methods, both quantitative and qualitative, which are required to analyze political, economic, policy, and legal problems and to assess possible solutions.

**Major & Minors**

**Major**

Politics, Economics, Policy and Law Major—BA (p. 75)

**Minors**

Legal Studies Minor (p. 64)
Political Science Minor (p. 73)
Public Policy Minor (p. 82)

**Accelerated Degree Programs**

BA/MAE Applied Economics (p. 101)
BA/MBA Business Administration (p. 101)
BA/MPP Public Policy (p. 103)

**Faculty & Staff**

**Faculty**

Andrew Flores
Assistant Professor of Political Science
Vera Long 114, 510.430.2396, andflores@mills.edu
(lbamberger@mills.edu)
Politics, Economics, Policy and Law Major—BA

Minimum of 37 semester course credits and general BA requirements (p. 107)

Core Courses Required of all PEPL Majors

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ECON 050</td>
<td>Introduction to Economics</td>
<td>2-4</td>
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<tr>
<td>PPOL 093</td>
<td>Law and Society</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 015</td>
<td>Introduction to Policy: Identifying and Solving Public Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 091</td>
<td>Methods of Social Research with Lab</td>
<td>4</td>
</tr>
<tr>
<td>or PPOL 100</td>
<td>Methods of Policy Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Concentrations

Each concentration requires a minimum of 23 semester credits, composed of two to three specific courses, plus a minimum number of elective credits.

Students may declare up to two concentrations, but courses counted toward the specific requirements for one concentration may not be counted as electives for another. Students completing two concentrations must, therefore, complete 6-12 more credits than if they were to select a single concentration.

Politics Concentration

Select two from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL 016</td>
<td>Comparative Politics</td>
<td>3-4</td>
</tr>
<tr>
<td>or PPOL 017</td>
<td>International Relations</td>
<td></td>
</tr>
<tr>
<td>or PPOL 151</td>
<td>Political Representation</td>
<td></td>
</tr>
</tbody>
</table>

Electives: elect 17 semester course credits from the list below.

Economic Analysis Concentration

Required:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ECON 081</td>
<td>Introduction to Statistics</td>
<td>4</td>
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<tr>
<td>or MATH 102</td>
<td>Probability and Statistics</td>
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<tr>
<td>ECON 100</td>
<td>Microeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Macroeconomic Theory</td>
<td>3</td>
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</table>

Electives: select 11 semester course credits from the list below. Three credits must be in Economics.

Public Policy Concentration

Required: select two of the following

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PPOL 118</td>
<td>Women’s Leadership in Politics: Theory and Practice</td>
<td>4</td>
</tr>
<tr>
<td>PPOL 139</td>
<td>Ethical Reasoning in Politics and Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>PPOL 150</td>
<td>Environmental Policy Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PPOL 180</td>
<td>Special Topics 1</td>
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Electives: select 17 semester course credits from the list below.

Legal Analysis Concentration

Required: one course in constitutional law

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PPOL 152</td>
<td>American Constitutional Law: Fundamental Freedoms</td>
<td>3-4</td>
</tr>
</tbody>
</table>
Required: one course in critical or deductive reasoning selected from:

- CS 063 Introduction to Computer Science
- ECON 149 Strategic Behavior
- ENG 104 Introduction to Critical Theory
- ETHS 126 Theories of Race and Ethnicity
- PHIL 051 Formal Logic
- MATH 004 Discrre Mathematics I
- WGS 182 Feminist and Queer Theories

Electives: select 17 semester course credits from the list below.

### Elective List

Major electives may be drawn from any of the courses listed below or other courses approved by the student’s major advisor. Please consult with your advisor to identify the most appropriate elective choices for your concentration.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ARTH 193</td>
<td>Seminar: The Image and the Law</td>
<td>4</td>
</tr>
<tr>
<td>ECON 113</td>
<td>Money and Financial Institutions</td>
<td>3</td>
</tr>
<tr>
<td>ECON 116</td>
<td>Corporate Finance</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 117</td>
<td>Women and the Economy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 130</td>
<td>The Economics of Poverty, Inequality, and Discrimination</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 134</td>
<td>Public Sector Economics: The Economics of Government</td>
<td>4</td>
</tr>
<tr>
<td>ECON 136</td>
<td>Managerial Economics</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 141</td>
<td>Economics of Education</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 149</td>
<td>Strategic Behavior</td>
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<tr>
<td>ECON 153</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 155</td>
<td>International Trade</td>
<td>3</td>
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<tr>
<td>ECON 158</td>
<td>International Finance</td>
<td>3-4</td>
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<tr>
<td>ECON 159</td>
<td>Economic Development</td>
<td>3-4</td>
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<tr>
<td>ECON 164</td>
<td>Econometrics and Business Forecasting</td>
<td>3-4</td>
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<tr>
<td>ECON 165</td>
<td>Applied Econometrics</td>
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<td>ECON 182</td>
<td>Modeling and Data Analysis</td>
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<td>ETHS 040/140</td>
<td>Activism in the Digital Age</td>
<td>3-4</td>
</tr>
<tr>
<td>ETHS 159</td>
<td>Intro to Chicano &amp; Latinx Studies</td>
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<td>ETHS 165</td>
<td>Politics of Chicano and Latinx Communities</td>
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<td>HIST 116</td>
<td>History of the American City</td>
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<td>Political Philosophy</td>
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<td>PHIL 062</td>
<td>Ethics</td>
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<td>Comparative Politics</td>
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<td>PPOL 017</td>
<td>International Relations</td>
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<td>PPOL 103</td>
<td>Written and Oral Communication for Policy and Politics</td>
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<td>PPOL 114</td>
<td>Social Policy Analysis</td>
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<td>PPOL 115</td>
<td>The American Presidency</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 116</td>
<td>Qualitative Methods in Policy Research</td>
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<td>PPOL 118</td>
<td>Women’s Leadership in Politics: Theory and Practice</td>
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<td>PPOL 130</td>
<td>Regime Change</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 132</td>
<td>Theories of International Relations</td>
<td>3-4</td>
</tr>
<tr>
<td>PPOL 139</td>
<td>Ethical Reasoning in Politics and Public Policy</td>
<td>4</td>
</tr>
</tbody>
</table>

1 Check the course descriptions (p. ) to see which special topics courses will be offered.

Limited substitutions for concentration and elective courses may be permitted upon approval of the student's advisor.

### Psychology

Psychology
510.430.2176
psychology@mills.edu

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.

Students devise, in consultation with their academic advisors, study plans for the major that are the most appropriate preparation for their particular goals. 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.

During their final 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, using their knowledge in such areas as family medicine, psychiatry, pediatrics, or family law. Those who do not continue to graduate school use their majors in a variety of careers, such as personnel work.

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 some Mills psychology majors present their research at professional and student research conferences.

Note: Majors are expected to take History and Issues in Psychology (PSYC 192) at Mills.

Program Goals:
- Possess knowledge of contemporary psychological principles and theories.
- Have the ability to find, and to read with comprehension, research studies in the professional literature.
- Understand the value of the scientific method as a way of thinking about questions concerning the causes of (and therapeutic approaches to) behavior.
- Have the ability to apply the scientific method to questions concerning the causes of (and therapeutic approaches to) behavior.
- Have the ability to communicate effectively and responsibly in writing and interpersonal contexts.

Majors & Minors

Major
Psychology Major—BA (p. 77)

Minor
Psychology Minor (p. 77)

BA/MA
BA/MA in Infant Mental Health (p. 100)

Faculty & Staff

Faculty

Elizabeth A. Bachen
Professor of Psychology
Program Head of Biopsychology
NSB 242, 510.430.2141, bachen@mills.edu
Professional Interests: Clinical psychology, women’s health, how psychological stress affects health, psychosocial and biological mechanisms of stress and health, psychoneuroimmunology

Christie Chung
Esther Lee Mirmow Chair
Professor of Psychology
NSB 144, 510.430.2251, cchung@mills.edu
Professional Interests: Memory in old age, changes in emotional memory throughout the life span, statistical memory modeling, cognitive changes associated with Parkinson’s disease

Carol George
Professor of Psychology
Department Head
Co-Director of Infant Mental Health Program
NSB 143, 510.430.3268, george@mills.edu
Professional Interests: Developmental psychology, social and emotional development, trauma and loss, attachment theory

Dean Morier
Professor of Psychology

Resources

- Early Childhood & Family Research Lab (https://inside.mills.edu/academics/graduate/imh/ECFResearchLab.php)

Psychology Major—BA
Minimum of 39 semester course credits and general BA requirements (p. 107)

<table>
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<tr>
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<th>Title</th>
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<tr>
<td>PSYC 049</td>
<td>Fundamentals of Psychology</td>
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<tr>
<td>PSYC 146</td>
<td>Statistics for the Behavioral Sciences</td>
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<tr>
<td>PSYC 151</td>
<td>Research Methods in Psychology</td>
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Senior Requirement
PSYC 192 History and Issues in Psychology 4
Select four of the following courses: 12-13

<table>
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<tr>
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<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSYC 040/140</td>
<td>Life-Span Developmental Psychology</td>
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<tr>
<td>PSYC 118</td>
<td>Psychopathology</td>
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<tr>
<td>PSYC 132</td>
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<td>PSYC 148</td>
<td>Personality</td>
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<td>PSYC 155</td>
<td>Social Psychology</td>
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<tr>
<td>PSYC 156</td>
<td>Cognitive Psychology</td>
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</tbody>
</table>

Select at least four additional psychology courses. ¹ 12

¹ Majors must take at least six psychology courses at Mills, including History and Issues in Psychology (PSYC 192).

Psychology Minor
Minimum of 18 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>PSYC 049</td>
<td>Fundamentals of Psychology</td>
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</table>

Select at least five additional psychology courses. 15
Minors must take at least three psychology courses at Mills.

**Public Health & Health Equity**

Public Health & Health Equity  
510.430.2032  
phe@mills.edu

Addressing inequalities in health among groups of people within countries and among societies is a priority for the World Health Organization, the US federal government, and governments and civic organizations globally, and requires creative and multifaceted solutions. The interdisciplinary Public Health and Health Equity (PHE) Program is designed to empower students as leaders and change agents to reduce these inequalities. It seeks to prepare students for career and research opportunities in healthcare and public health, and is ideal for those interested in health advocacy, policy, education, program management, and law, as well as health-related media and communications, healthcare policy and administration, and global health.

PHE will equip students with the analytical tools and competencies they need to confront health inequities in a rapidly changing healthcare marketplace. Students will learn about the social determinants of health and how social, economic, environmental, and legal factors shape health inequities. They will explore the relationship between health, social policy, and the distribution of power and resources, identify strategies to reduce health disparities within and beyond US borders, and examine the efficacy of a human rights framework for dealing with global health concerns. They will learn how to use statistical analysis, critical thinking, and research methods as part of an evidence-based approach to understanding health disparities, and will build their leadership capacities with the goal of improving policies and practices that impact people’s health.

The PHE Program offers three academic tracks: the BA major and a BA or BS major with a concentration in health sciences. All three tracks integrate critical perspectives from ethnic studies; women’s, gender and sexuality studies; public policy; economics; philosophy; civic leadership; biology; and psychology. They also promote hands-on learning: students will have the opportunity to become health advocates at Highland Hospital or to intern at other local health organizations. Students are encouraged to work directly on issues that they are passionate about and to develop their own visions for health justice as they move through the program.

The BA or BS with a health sciences concentration is geared toward students who wish to include a strong science component in their undergraduate studies and are interested in using scientific technologies and innovation to improve health outcomes. These students’ career interests may include medicine, pharmacy, dentistry, epidemiology, community health, public health, health education, global health research, health law, and health program management. The BS is recommended for students who wish to enter a graduate school program with an emphasis in medical research, while any of the three majors may apply to students aiming for graduate studies in clinical healthcare fields.

**Program Goals**

- Students will demonstrate understanding of social, economic, environmental, and legal factors that shape health inequities.

**Majors & Minors**

**Majors**

Public Health and Health Equity Major—BA (p. 79)  
Public Health and Health Equity Major—BA, Health Sciences Concentration (p. 79)  
Public Health and Health Equity Major—BS, Health Sciences Concentration (p. 80)

**Minor**

Public Health and Health Equity Minor (p. 80)

**Faculty & Staff**

**Faculty**

Elizabeth Bachen  
Professor of Psychology  
Program Head of Biopsychology  
NSB 242, 510.430.2141, bachen@mills.edu  
Professional Interests: Clinical psychology, women’s health, how psychological stress affects health, psychosocial and biological mechanisms of stress and health, psychoneuroimmunology

Jocelyn Garrick  
Assistant Adjunct Professor  
NSB 124, 510.430.3175, jfreemangarrick@mills.edu

Dantia Hudson  
Assistant Adjunct Professor  
NSB 124, 510.430.3175, dhudson@mills.edu

Julia Chinyere Oparah  
Provost and Dean of the Faculty  
Professor of Ethnic Studies  
PHE Co-Chair  
Mills Hall 206, 510.430.3163, jcoparah@mills.edu  
Professional Interests: African diaspora studies, Black British studies, black feminist theory, women of color organizing, transnational prison-industrial complex, women and transgender prisoners, black women and childbirth

Linda M. Perez  
Professor of Education  
Abbie Valley Professor  
Director of Child Life and Early Childhood Specialist Programs  
Co-Director of Infant Mental Health Program  
EDUC 213, 510.430.2328, imperez@mills.edu
Professional Interests: At-risk children and families and the application of development theory to special education issues, mental health and developmental disorders of infancy and early childhood

Jared Young  
Associate Professor of Biology  
PHE Co-Chair  
NSB 120, 510.430.2032, jyoung@mills.edu  
Professional Interests: Odor sensing pathways and their modulation in the nematode Caenorhabditis elegans

Helen Walter  
Visiting Associate Professor  
Director of the Pre-Nursing Program  
Hellman Summer Science and Math, Director  
NSB 131, 510.430.2035, hwalter@mills.edu  
Professional Interests: Testing the antimicrobial properties of indigenous plants and microbial contributions to extraterrestrial habitats

Staff

Mary Pace  
Faculty Administrative Assistant  
NSB 111, 510.430.2317, mpace@mills.edu

Judith Pierce  
Division of Student Life Manager  
Wellness and Community Outreach  
Cowell 123, 510.430.2260, jpierce@mills.edu

Public Health and Health Equity Major—BA

Minimum of 39 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
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<tr>
<td></td>
<td>Public Health and Health Equity:</td>
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<td>PHE 001</td>
<td>Introduction to Public Health</td>
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<tr>
<td>PHE 100</td>
<td>Theories and Praxis of Health Equity</td>
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<td>PHE 002</td>
<td>Health Advocacy Program (or other approved internship)</td>
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<tr>
<td></td>
<td>Quantitative Competency:</td>
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</tr>
<tr>
<td>ECON 081</td>
<td>Introduction to Statistics (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Research and Policy:</td>
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</tr>
<tr>
<td>ETHS 189</td>
<td>Research Methods with Communities of Color, with Fieldwork</td>
<td>4</td>
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<tr>
<td>PPOL 015</td>
<td>Introduction to Policy: Identifying and Solving Public Problems</td>
<td>3</td>
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<td>Natural Sciences:</td>
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<tr>
<td>BIO 010N</td>
<td>Introductory Biology for Health Sciences</td>
<td>4</td>
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<tr>
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<td>Select one of the following:</td>
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<tr>
<td>PSYC 109</td>
<td>Health Psychology</td>
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<tr>
<td>SOC 142</td>
<td>Medical Sociology</td>
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<td>Senior Requirement</td>
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<tr>
<td>ETHS 191</td>
<td>Senior Seminar</td>
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<thead>
<tr>
<th>Electives</th>
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<th>9-12</th>
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<tbody>
<tr>
<td>ECON 130</td>
<td>The Economics of Poverty, Inequality, and Discrimination</td>
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<tr>
<td>ETHS 039</td>
<td>Latin American Social Movements</td>
<td></td>
</tr>
<tr>
<td>ETHS 041</td>
<td>Inventing the &quot;Other,&quot; Policing Differences</td>
<td></td>
</tr>
<tr>
<td>ETHS 047</td>
<td>The &quot;Third World&quot;: Colonialism and Globalization</td>
<td></td>
</tr>
<tr>
<td>ETHS 112</td>
<td>Race, Gender, and the Environment</td>
<td></td>
</tr>
<tr>
<td>ETHS 157</td>
<td>Race, Gender, and the Criminal Justice System</td>
<td></td>
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<tr>
<td>ETHS 166</td>
<td>Women of Color in Social Movements</td>
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<tr>
<td>PHIL 065</td>
<td>Bioethics: Medicine, Law, and Philosophy</td>
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<td>PPOL 100</td>
<td>Methods of Policy Analysis</td>
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<td>Social Policy Analysis</td>
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<td>Health Psychology</td>
<td></td>
</tr>
<tr>
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<td>Medical Sociology</td>
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<tr>
<td>SOC 156</td>
<td>Sociology of Oakland</td>
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<tr>
<td>WGSS 071</td>
<td>Introduction to Women's Studies</td>
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<td>WGSS 072</td>
<td>Introduction to Queer Studies</td>
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<td>WGSS 135</td>
<td>Race, Sexuality, and the State</td>
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<tr>
<td>WGSS 172</td>
<td>American Indian and Pacific Islander Women</td>
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</tbody>
</table>

1. PHE 002 Health Advocacy Program is in community partnership with Alameda County Department of Health and must be taken for at least two terms, both of which can be awarded academic credit.

2. Note: a course being used to satisfy one of the other major requirements cannot also count as an elective. For example, PSYC 109 cannot satisfy the Social Determinants of Health requirement AND count as an elective.

3. Course with a prerequisite that is not part of the major

Public Health and Health Equity Major—BA, Health Sciences Concentration (PHE Science)

Minimum of 45 semester course credits and general BA requirements (p. 107)

<table>
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<th>Title</th>
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<td>Public Health and Health Equity:</td>
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<td>WGSS 172</td>
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<td>HUM 070</td>
<td>Human Rights and Social Justice</td>
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<td>HUM 071</td>
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<td>HUM 072</td>
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<tr>
<td>HUM 074</td>
<td>American Indian and Pacific Islander Women</td>
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</table>

1. PHE 002 Health Advocacy Program is in community partnership with Alameda County Department of Health and must be taken for at least two terms, both of which can be awarded academic credit.

2. Note: a course being used to satisfy one of the other major requirements cannot also count as an elective. For example, PSYC 109 cannot satisfy the Social Determinants of Health requirement AND count as an elective.

3. Course with a prerequisite that is not part of the major
Public Health and Health Equity Major—BS, Health Sciences Concentration (PHE Science)

Minimum of 36 semester course credits plus general BS requirements (p. 107)

<table>
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<tr>
<td>PHE 001</td>
<td>Introduction to Public Health</td>
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<tr>
<td>PHE 100</td>
<td>Theories and Praxis of Health Equity</td>
<td>4</td>
</tr>
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<td>PHE 002</td>
<td>Health Advocacy Program (or other approved internship)</td>
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<tr>
<td>PPOL 015</td>
<td>Introduction to Policy: Identifying and Solving Public Problems</td>
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### Required Courses

#### Public Health and Health Equity

<table>
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<tr>
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<td>Theories and Praxis of Health Equity</td>
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<td>PHE 002</td>
<td>Health Advocacy Program (or other approved internship)</td>
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</table>

#### Social Determinants of Health

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 109</td>
<td>Health Psychology</td>
<td>2</td>
</tr>
<tr>
<td>SOC 142</td>
<td>Medical Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Senior Requirement

- **ETHS 191** Senior Seminar (4)
- or **BIO 191** Senior Seminar

#### Note for Pre-Medical students

Students interested in medical school that are pursuing a BA in Public Health and Health Equity Studies with a Health Sciences concentration should also take the following courses:

- **BIOC 141** Protein Chemistry and Enzymology
- **BIO 100** Microbiology
- **BIO 135** Genetics
- **CHEM 106** Organic Chemistry II

### Social Determinants of Health

Select one of the following: 3-4

- **PSYC 109** Health Psychology
- **SOC 142** Medical Sociology

### Senior Requirement

- **ETHS 191** Senior Seminar (4)
- or **BIO 191** Senior Seminar

#### Note for Pre-Medical students

Students interested in medical school that are pursuing a BA in Public Health and Health Equity Studies with a Health Sciences concentration should also take the following courses:

- **BIOC 142** Metabolism and Proteomics
- **BIO 100** Microbiology
- **BIO 135** Genetics
- **CHEM 105** Organic Chemistry I
- **CHEM 106** Organic Chemistry II

### Social Determinants of Health

Select one of the following: 3-4

- **PSYC 109** Health Psychology
- **SOC 142** Medical Sociology

### Senior Requirement

- **ETHS 191** Senior Seminar (4)
- or **BIO 191** Senior Seminar

1. PHE 002 is in community partnership with Alameda County Department of Health and must be taken for at least two terms, both of which can be awarded academic credit.

2. Course with a prerequisite that is not part of the major

The additional mathematics course in the natural science and mathematics core must be either ECON 081 Introduction to Statistics or PSYC 146 Statistics for the Behavioral Sciences. PHE 002 Health Advocacy Program and PHE 003 can count toward the Independent Experience requirement for the BS degree.

### Note for Pre-Medical students

The BS in Public Health and Health Equity with a Health Sciences concentration provides strong preparation for medical school. It is important that each pre-med student consults with a pre-med advisor at the very beginning of their undergraduate career. Please see the Medicine/Health Sciences webpage (https://inside.mills.edu/academics/undergraduate/med).

Public Health and Health Equity Minor

Minimum of 18 semester course credits

<table>
<thead>
<tr>
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<th>Title</th>
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<tr>
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<td>PPOL 150</td>
<td>Environmental Policy Analysis</td>
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<tr>
<td>or PPOL 015</td>
<td>Introduction to Policy: Identifying and Solving Public Problems</td>
<td>4</td>
</tr>
</tbody>
</table>
Program Goals

- Place policy analysis in context: understand the multi-dimensional nature of social issues and problems, and appreciate both the appropriate application and limitation of skills developed in the core, by developing basic familiarity with the following areas of knowledge:
  - human organization and the cognitive capacities people bring to decision-making in these settings
  - the historical evolution of major public problems and social practices in the U.S.
  - comparative or international governmental institutions and social processes
  - economic systems, complex resource interdependencies, and trade relationships
  - social structures and identity dimensions of gender, race, ethnicity and class, and the role of the individual in relation to these larger forces.

- Understand the relationship between policy, social structures of inequality, and identify dimensions of gender, race, ethnicity, culture and class, and the role of the individual in relation to these larger forces.

- Understand the public policy-making process in the U.S., including the political and institutional contexts surrounding public decisions.

- Understand the process of ethical reasoning and argument and be able to offer, analyze, and critique ethical arguments.

- Understand the basic approaches to legal reasoning and argument, and the constitutional framework relevant to public policy decisions.

- Understand basic quantitative analytical methods needed for assessing public policy problems and options. These methods include basic statistical techniques and fundamental concepts in economic theory.

- Ability to analyze policy problems from different substantive areas, using appropriate analytical techniques and perspectives, and to conduct in-depth research as needed to understand a specific problem.

- Ability to communicate with clarity, conciseness, and coherence in both written and oral reports. The student will be sensitive to the needs of different audiences.

Majors & Minors

Major
Politics, Economics, Policy and Law Major—BA (p. 75)

Minor
Public Policy Minor (p. 82)

Accelerated Degree Programs

BA/MPP Public Policy (p. 103)
BA/Joint MPP/MBA (p. 103)
Faculty & Staff
Faculty

Betsy Baum Block
Professor of Practice
GSB 235, bblock@mills.edu
Professional Interests: Policy analysis and program evaluation, demographics of Bay Area poverty, workforce development

Hon. Rob Bonta
Professor of Practice
GSB 235, 510.430.2194, rbonta@mills.edu
Professional interests: California state politics

Shanti Brien
Professor of Practice
GSB 235, 510.430.2194, sbrien@mills.edu
Professional Interests: Law and public policy

Carol Chetkovich
Professor Emerita and Founding Director, Master of Public Policy Program
GSB 235, 510.430.2194, cchetkov@mills.edu
Professional Interests: Law and public policy

Lori Droste
Adjunct Professor
GSB 235, ldroste@mills.edu

Andrew Flores
Assistant Professor of Political Science
Vera Long 114, 510.430.2396, andflores@mills.edu
Professional Interests: American politics, political behavior, public opinion, racial and ethnic politics, LGBT politics, public policy, statistics and political methodology

Mark Henderson
Associate Professor of Public Policy
Department Head Public Policy & Political Science
Interim Program Head Public Policy
GSB 225, 510.430.3169, mhenderson@mills.edu
Professional Interests: Environmental policy in the United States and China, urbanization and land use planning, global climate change, policy applications of geographic information science (GIS)

Martha Johnson
Associate Professor of Political Science
Program Head, Politics, Economics, Policy & Law (PEPL) major
Vera Long 107, 510.430.3310, mjohnson@mills.edu
Professional Interests: Comparative politics, African politics, democratization, food politics, the politics of development

Andrew Lah
Adjunct Professor
GSB 235, alah@mills.edu

Larry Magid
Professor of Practice
GSB 235, 510.430.2194, lmagid@mills.edu
Professional Interests: Political efficacy, campaign strategy

Abby Martin
Adjunct Professor
GSB 235, amartin@mills.edu

Siobhan Reilly
Professor of Economics
GSB 232, 510.430.2346, sreilly@mills.edu
Professional Interests: Public economics, labor economics, economics of the family, health economics, urban economics, international economics

Carol Theokary
Assistant Professor of Business
GSB 227, 510.430.2137, ctheokary@mills.edu
Professional Interests: Service design, healthcare supply chains, service quality, cost efficiency

Geoff Upton
Adjunct Professor
gupton@mills.edu

Malia Vella
Assistant Professor of Practice
GSB 235, mavalla@mills.edu
Professional Interests: Law and public policy, social justice

Erika Weissinger
Adjunct Professor
GSB 224, eweissinger@mills.edu

Staff
Tayler Hammond
Administrative Assistant
510.430.2194, gsb@mills.edu

Resources


Public Policy Minor

Minimum of 16 semester course credits
Note: This minor is open to any student in any major, but courses counted for the minor cannot be applied to a major. If you believe there may be an overlap in courses with your major, please contact a public policy advisor who can assist in identifying an acceptable course substitution.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 050</td>
<td>Introduction to Economics</td>
<td>4</td>
</tr>
<tr>
<td>PPOL 015</td>
<td>Introduction to Policy: Identifying and Solving Public Problems</td>
<td>3</td>
</tr>
<tr>
<td>Core Law and Ethics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPOL 139</td>
<td>Ethical Reasoning in Politics and Public Policy</td>
<td>3-4</td>
</tr>
<tr>
<td>PHIL 062</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 125</td>
<td>Philosophy of Law</td>
<td></td>
</tr>
</tbody>
</table>

Public Policy Electives:
Select two of the following: 6-8

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ECON 081</td>
<td>Introduction to Statistics or MATH 101: Probability and Statistics</td>
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<tr>
<td>ECON 130</td>
<td>The Economics of Poverty, Inequality, and Discrimination</td>
<td></td>
</tr>
<tr>
<td>ECON 139</td>
<td>Urban Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 141</td>
<td>Economics of Education</td>
<td></td>
</tr>
<tr>
<td>PHIL 062</td>
<td>Ethics 1 or PHIL 125 Philosophy of Law</td>
<td></td>
</tr>
<tr>
<td>PPOL 093</td>
<td>Law and Society</td>
<td></td>
</tr>
<tr>
<td>PPOL 100/ SOC 091</td>
<td>Methods of Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>PPOL 114</td>
<td>Social Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>PPOL 118</td>
<td>Women’s Leadership in Politics: Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>PPOL 125</td>
<td>Gender and Public Policy</td>
<td></td>
</tr>
<tr>
<td>PPOL 139</td>
<td>Ethical Reasoning in Politics and Public Policy</td>
<td></td>
</tr>
<tr>
<td>PPOL 150</td>
<td>Environmental Policy Analysis</td>
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</tr>
<tr>
<td>PPOL 180</td>
<td>Special Topics 2 or any PPOL or PEPL course or any policy-related course in ANTH, ECON, ETHS, ENVS, GOVT, HIST, SOC, or SOSC with minor advisor’s approval</td>
<td></td>
</tr>
</tbody>
</table>

1 Either of these can be chosen to meet the ethics requirement for the accelerated master of public policy (MPP) degree. In addition, if one of these ethics courses was chosen for the core minor requirement, then neither of these may be selected as the elective for the minor.

2 Check the course descriptions (p. ) to see which special topics courses will be offered.

Queer Studies

The queer studies minor at Mills explores the social construction of sexuality in different historical, geographical, and cultural contexts as well as the histories, experiences, and cultures of diverse LGBTQ communities. With a specific focus on how sexuality intersects with race, class, gender, ability, religion, and national origin, queer studies at Mills is intersectional and transnational in its scope.

Queer studies course offerings are interdisciplinary, allowing students to study sexuality from a broad range of theoretical and methodological perspectives. Located amidst the vibrant queer communities of the San Francisco Bay Area, queer studies students also have numerous opportunities for service learning and community-engaged research.

The queer studies minor complements a wide range of majors. Whether students are interested in policy issues affecting queer communities, queer literature, queer history, critical theory, social movements, visual culture, etc., queer studies offers the opportunity to develop a critical analysis of sexuality and power. The queer studies minor prepares students to work in social justice oriented fields such as education and social services and also provides a strong foundation for graduate work in a number of different disciplines.

Students in the minor take an introductory course and a methodologies course. In addition, students take four queer studies electives of their own choosing. While the minor is offered by the Women’s, Gender and Sexuality Studies Department, queer studies minors benefit from a multi-disciplinary faculty advisory board.

Programs Goals:

- Students should understand how gender and sexuality are constructed in relation to one another and to other social structures.
- Students should understand the role of gender and sexuality in cultures and histories.
- Students will learn to think critically.

Minor

Queer Studies Minor (p. 83)

Faculty & Staff

Faculty

Judith Bishop
Alice Andrews Quigley Professor
Associate Professor of Women’s, Gender and Sexuality Studies
Vera Long 128, 510.430.3249, jbishop@mills.edu
Professional Interests: Women in world religions; theoretical approaches to gender, body, and sexuality; religion in public discourse

Priya Kandaswamy
Associate Professor of Women’s, Gender and Sexuality Studies
Co-Chair of Race, Gender, and Sexuality Studies
Vera Long 132, 510.430.3106, pkandaswamy@mills.edu
Professional Interests: Feminist and queer theory; race, gender, and US welfare politics; women of color in the US; theories of race and sexuality; sexuality and citizenship; geographies of race, gender, and sexuality

Brinda Mehta
Professor of French and Francophone Studies
Program Head of French and Francophone Studies
Mills Hall Room 326, 510.430.2212, mehta@mills.edu
Professional Interests: Nineteenth-century French literature, psychoanalysis and feminist critical theories, Caribbean and African francophone literatures

Staff

Nikole Wilson-Ripsom
Faculty Administrative Assistant
Vera Long 118, nwilsonripsom@mills.edu

Queer Studies Minor

Minimum of 19 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
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</tr>
<tr>
<td>WGSS 072</td>
<td>Introduction to Queer Studies</td>
<td>4</td>
</tr>
<tr>
<td>Select five additional courses from the list of electives in consultation with an advisor. At least two of the courses must be WGSS courses.</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 129</td>
<td>Schools, Sexuality, and Gender</td>
<td></td>
</tr>
<tr>
<td>ENG 061R</td>
<td>Studies in Lesbian Writing</td>
<td></td>
</tr>
</tbody>
</table>

15-20
Religious Studies

The Religious Studies minor at Mills is an interdisciplinary program that explores religious traditions and their influences on the political, social, artistic, literary, and cultural developments of their respective communities. In their coursework, students develop skills in the critical analysis of texts, images, beliefs, and performances of a variety of religions both local and global.

Mills is home to a rich and diverse community of scholars who address the phenomenon of religion from a broad range of methodological and theoretical perspectives, including anthropology, archaeology, art history, comparative literature and literary theory, history, philosophy, cultural studies, and gender and sexuality studies. In keeping with Mills tradition, a number of religious studies course offerings also provide an emphasis on the experience of women and girls in religious systems, the role of religions in the cultural construction of gender and sexuality, and feminist critical perspectives in the academic study of religion. Students will investigate the ways in which religious identities intersect with race, class, gender, and ethnicity, among other categories of affiliation and identification.

In addition, students may choose, in consultation with their advisor, a select number of courses through cross-registration with the following institutions:

UC Berkeley Graduate Theological Union, including:
- Center for Islamic Studies
- Center for Jewish Studies (GTU/UCB)
- Women’s Studies in Religion
- Center for Arts, Religion, and Education
- Center for Theology and the Natural Sciences
- Center for the Study of Religion and Culture (GTU/UCB)
- Institute of Buddhist Studies
- Orthodox Institute (PAOI)

The religious studies minor complements a wide range of majors; and the minor’s multidisciplinary nature affords students intellectual training for graduate work in a number of different disciplines.

Understanding the ways in which belief systems and cultures interact supports students in preparing for careers in psychology, education, international relations, international business, journalism, government, medical and health services, social services, and law.

Religious identities—personal, local, and global—have received escalating attention in both community and world affairs. Students who have the opportunity to critically explore the intersections of belief systems and cultures are better equipped to fulfill the Mills goal of excellence in local and global leadership.

**Program Goals**

- Understand the methods and forms of research and analysis in the discipline of religious studies.
- Recognize the influence religious and spiritual tradition have on human experiences, cultures, artistic expressions, institutions, texts and historical periods.
- Understand the complexity and diversity of global religious and spiritual traditions.

**Minor**

**Religious Studies Minor** (p. 85)

**Faculty & Staff**

**Faculty**

**Mitchell Allen**
Visiting Professor
Vera Long 113, 925.285.8664, mallen@mills.edu
Professional Interests: Ancient Near East, archaeology, scholarly publishing

**Meryl Bailey**
Eugene E. Trefethen, Jr., Professorship in Art History
Assistant Professor of Art and Art History
Art Room 106, 510.430.3287, mbailey@mills.edu
Professional Interests: The Italian Renaissance, especially late Renaissance art and architecture in Venice; concepts of violence and justice in early modern visual culture; popular poetry and Florentine portraiture; art and the legal system

**Judith Bishop**
Alice Andrews Quigley Professorship of Women’s Studies
Associate Professor of Women’s, Gender and Sexuality Studies
Religious Studies Program Head
Vera Long 128, 510.430.3249, jbishop@mills.edu
Professional Interests: Women in world religions; theoretical approaches to gender, body, and sexuality; religion in public discourse

**Shaina Hammerman**
Visiting Assistant Professor, Fall
shammerman@mills.edu

**Bula Maddison**
Visiting Assistant Professor
Mills Hall Room 330, 510.430.2372, bmaddiso@mills.edu
Professional Interests: Bible, bible in modern literature, Bakhtinian theory
Sociology

Do you want to change the world? Get the tools you will need through the Sociology major at Mills College. Join a lively and welcoming community of scholars interested in learning about everything from public health issues to educational inequality to gentrification and urban change. Take courses such as Sociology of Hip-Hop, Social Control, or Gender and Society to learn more about how our society works and how we can change it. Rapid social change, powered in part by the information technology revolution, has transformed the world into a “global village.” The sociological imagination offers a way to make sense of life in our age. Sociology at Mills teaches a clear set of marketable skills to our students including high quality writing, public speaking, social science research methods, professional networking, and quantitative and qualitative data analysis. Our graduates leave Mills with a strong combination of marketable skills and depth of sociological knowledge.

And, as a part of a liberal arts education, sociology courses offer exciting, insightful experiences for all students. Several of our courses engage the larger Bay Area community through internships, partnerships, and service learning.

The Sociology Program offers courses on many different topics that meet a wide range of student interests. By combining these courses and courses in related fields, students can create their own areas of concentration such as inequality in the criminal justice system, urban studies, race and educational inequality, contemporary immigration, or law and society.

While some majors choose to pursue a graduate degree in sociology, most recent graduates have gone on to fields such as law, public health, urban and regional planning, business, public policy, or social work. Regardless of one’s career plans, the sociology major is an excellent foundation for lifelong learning and citizenship in the global village.

Please talk to an advisor in the Sociology department to learn more about Anthropology at Mills.

Program Goals

- Students will utilize multiple theoretical frameworks and sociological vocabulary to explain how historical forces, social structures, culture, and power relations shape human behavior on scales ranging from the individual to the global.
- Students will gain basic skills in both quantitative and qualitative research methods and data analysis and will have advanced skills in at least one method of research and one method of data analysis.
- Students will be effective communicators who can construct and present well-organized, coherent, sociological arguments in writing, speaking, and other media to a variety of audiences.
- Students will accumulate a stock of established and accepted research findings and be able to critically use these to understand their own lives and the world around them, and to contribute to public conversations about contemporary issues.
Sociology Major—BA

Minimum of 39 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 055</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 091</td>
<td>Methods of Social Research with Lab</td>
<td>4</td>
</tr>
<tr>
<td>SOC 116</td>
<td>History of Sociological Thought</td>
<td>3</td>
</tr>
<tr>
<td>SOC 190</td>
<td>Proseminar in Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 191</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

Select at least 21 additional sociology semester course credits in consultation with the major advisor. Up to 8 semester course credits in closely allied fields can be included as part of these 21 credits with approval of major advisor.

Proseminar requirement may be waived for students studying abroad during junior year. In that case, the student must take an additional sociology course to complete 39 semester course credits in the major.

Sociology as a discipline borrows from and influences many fields. Sociology majors are encouraged to work with their advisors to put together a unique combination of courses from related fields.

Spanish & Spanish American Studies

Spanish & Spanish American Studies 510.430.2356 spanish@mills.edu

The Spanish and Spanish American Studies Program offers an ideal academic setting and numerous opportunities for students to sharpen their skills and broaden their understanding of the language, literatures, and cultures of the world’s Spanish-speaking peoples, while enhancing their professional options. Our program is guided by the notion that socially responsible individuals in today’s world must be able to cross-linguistic and cultural boundaries. Consequent with this principle, lower- and upper-division courses in our flexible programs offer students a unique educational experience to help you meet the complex challenges that characterize today’s globalized world.

The Spanish and Spanish American Studies student has the opportunity to acquire a solid knowledge of the richness of Hispanic and Latino/a literar y and cultural traditions, in preparation for graduate studies in Spanish or for work in any field requiring exceptional skills in Spanish and an understanding of Hispanic and Latino/a culture. For the language beginner, we offer lively lower-division courses that emphasize the use of Spanish to communicate. Students who wish to major in Spanish and Spanish American studies are encouraged to pursue the individualized major (p. 59) option. Interested students should see a Spanish and Spanish American studies faculty member to declare this major option. An example of the courses that might constitute an individualized major in SSAS is available in the individualized major section of the catalog.

For those who envision training in Spanish language and culture as an auxiliary skill to be coupled with another field of study, we recommend a Minor in Spanish and Spanish American studies requiring a total of 23 semester course credits to complete.

Students wishing to practice their conversational skills and share their interest in Hispanic culture can benefit from two complementary opportunities. The Spanish Club is open to all students who want to participate in conversation and peer-led activities. The program is also linked to the Mills Peer Tutoring Program.

We encourage our students to study in Latin America or Spain for one or two semesters through various study abroad programs with which Mills is affiliated. This gives the students an invaluable opportunity to perfect language skills and to obtain firsthand knowledge of the areas they are 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 spring lecture series, film series, and guest lecturers. Recent topics include “Images of Women in Cuban Literature,” “Rethinking Cultural and National Identity,” “Images of Hispanic Women in Film,” “Memory and Imagination,” “Latin American Jewish Women Writers: Identity and Writing,” “Contemporary Mexican Literature and Music,” “Modernity and Cultural Pluralism in Spain and Latin America,” “Latin American Film and Latin America in Translation” and “Latin American Poetry.”

Sociology Minor

Minimum of 18 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 055</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 091</td>
<td>Methods of Social Research with Lab</td>
<td>4-3</td>
</tr>
</tbody>
</table>

or SOC 116  History of Sociological Thought

Select 11-12 additional semester course credits.
Additionally, a wealth of monographs, serials, and online resources are available to support students’ 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, as well as early 20th-century limited editions such as Ovid’s Metamorphoses, with illustrations by Pablo Picasso.

Entering students unsure of their placement should take the Spanish placement test, available on Blackboard through the Mills Portal (http://portal.mills.edu).

For more information on placement exams, visit the Office of the Provost’s information page (https://inside.mills.edu/administration/provosts_office/placement.php) on the Mills website.

Program Goals

• Possess a relevant level of linguistic proficiency in Spanish.
• Knows canonical and non-canonical literary works within socio-historical, gender, and structural framework of analysis and understanding.
• Value the diversity of Hispanic peoples and cultures.
• Possess a relevant level of cultural literacy, both in mainstream and popular forms of Hispanic cultural expressions.
• Acquire a relevant knowledge of the historical tradition in Hispanic literatures, and of contemporary concepts for literary study.

Minor

Major

Students who wish to major in Spanish and Spanish American Studies are encouraged to pursue the individualized major (p. 59) option.

Minors

Spanish and Spanish American Studies Minor (p. 87)

Faculty & Staff

Faculty

Carlota Caulfield
Professor of Spanish and Spanish American Studies
W. M. Keck Professor in Creative Writing
Program Head, Spanish and Spanish American Studies
Mills Hall Room 333, 510.430.2356, amach@mills.edu
Professional Interests: Contemporary Iberian and Latin American Cultures and Literatures, the avant-garde and interdisciplinary approaches to art and poetry, Hispanic poetry, Hispanic women writers, Hispanic theater, Hispanic-Jewish literature, US Latino literature, feminist critical theories, creative writing (poetry and prose), theory and practice of translation

Daniel Rodriguez
Assistant Adjunct Professor
Mills Hall 335, 510.430.2207, darodriguez@mills.edu
Professional Interests: Critical Theory, contemporary poetry, foreign language pedagogy, and translation

Mar Thomas
Assistant Adjunct Professor
Mills Hall 334, 510.430.2199, mthomas1@mills.edu
Professional Interests: Second language acquisition research, foreign language learning, Iberian Peninsula History, Etymology of the Castilian language, language similarities and differences between Spain and South America, South American ancient civilizations history, creative writing, and translations

Staff

Tonianne Nemeth
Department Administrator
Mills Hall Room 310, 510.430.2217, tnemeth@mills.edu

Spanish and Spanish American Studies Minor

Minimum of 23 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SPAN 001</td>
<td>Elementary Spanish I</td>
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<tr>
<td>SPAN 002</td>
<td>Elementary Spanish II</td>
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<tr>
<td>SPAN 003</td>
<td>Intermediate Spanish III</td>
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</tr>
<tr>
<td>SPAN 004</td>
<td>Intermediate Spanish IV</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 101</td>
<td>Advanced Spanish Grammar, Composition and Translation</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 140</td>
<td>Introduction to Hispanic Literatures</td>
<td>3</td>
</tr>
</tbody>
</table>

Theater Studies

Theater Studies
510.430.2175
theater@mills.edu

As part of a well-rounded liberal arts education at Mills, students have the rare opportunity to receive a solid foundation in theater through a partnership with one of the country’s most celebrated professional theaters, American Conservatory Theater (ACT) in San Francisco.

This innovative theater major with ACT combines the artistic discipline and training of a rigorous studio program with the intellectual rigor and scholarly breadth of a first-class liberal arts college. The students will experience interdisciplinary collaborations with various Mills departments, absorb the professional atmosphere of ACT, a Tony Award–winning regional theater, and engage in San Francisco’s vibrant artistic and diverse cultural community. This new BA is the ideal program for the student who desires both an academic and experiential theater education as a foundation for their future endeavors.

About the Theater Studies Major

The theater major is built on the equivalent of 35–36 semester credits and it is designed with a mixture of courses that are taught on and off campus. Half of these requirements are offered at Mills. The remaining courses are to be taken at ACT in their studios located in downtown San Francisco.

In order to complete the major requirements, students will have the choice of registering for an intensive fall or spring semester or registering for up to three courses per term at ACT. Since registration deadlines differ, students attending courses at ACT need to confirm ACT registration deadlines with their academic advisor.
Program Goals

- Develop the technical, creative and intellectual skills needed to be an innovative performer.
- Develop the skill set needed to be a working professional.
- Develop the analytical and communication skills to contextualize theater socially, culturally, and historically.
- Develop the confidence and skill for self-directed engagement in the field.

Majors & Minors

Major
Theater Major—BA (p. 88)

Minor
Theater Minor (p. 88)

Faculty & Staff

Faculty

Sonya Delwaide
Professor of Dance
Department Head
Richards Lodge 104, 510.430.3268, sdelwaid@mills.edu
Professional Interests: Modern techniques, ballet, choreography, composition, partnering, movement for actors, dance theater, repertory

Victor Talmadge
Visiting Professor
Director of Theater Studies
Lisser Hall 207, 510.430.3308, vtalmadge@mills.edu
Professional Interests: Stanislavsky, Meisner, Adler, M. Checkov. Member of AEA, CAEA, SAG/AFTRA, Dramatists Guild, Broadway/Off-Broadway and Regional Theater Actor, Film/TV Actor, Stage Director, Playwright, Documentary Theater.

Staff

Sylvia Nuzzo Philis
Faculty Administrative Assistant
Richards Lodge 108, 510.430.2175, snuzzophilis@mills.edu

Resources

The San Francisco Semester at A.C.T. (http://www.act-sf.org/home/conservatory/sf_semester.html)

Theater Major—BA

Minimum of 35–36 semester course credits and general BA requirements (p. 107)

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>DNC 159</td>
<td>Stage Production</td>
<td>2</td>
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<tr>
<td>THS 004</td>
<td>Acting Fundamentals I</td>
<td>3</td>
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<tr>
<td>THS 017</td>
<td>Embodied Movement</td>
<td>1</td>
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<tr>
<td>THS 106</td>
<td>Acting Fundamentals II</td>
<td>3</td>
</tr>
<tr>
<td>THS 137</td>
<td>Performance</td>
<td>3</td>
</tr>
<tr>
<td>THS 141</td>
<td>Acting Methods</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>THS 164</td>
<td>History of Theater</td>
<td>3</td>
</tr>
<tr>
<td>THS 175A &amp; THS 175B</td>
<td>Documentary Theater/Playwriting and Documentary Theater/Playwriting: Production</td>
<td>4</td>
</tr>
<tr>
<td>THS 275A &amp; THS 275B</td>
<td>Documentary Theater/Playwriting and Documentary Theater/Playwriting: Production</td>
<td>4</td>
</tr>
<tr>
<td>THS 190</td>
<td>Senior Showcase Class (Theater major only)</td>
<td>4</td>
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Electives 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>DNC 014/114</td>
<td>Dance Forms from Here, There and Everywhere</td>
<td></td>
</tr>
<tr>
<td>DNC 034/134</td>
<td>Dance Improvisation</td>
<td></td>
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<tr>
<td>DNC 080</td>
<td>Laban Studies</td>
<td></td>
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<tr>
<td>DNC 170/270</td>
<td>Seminar in Interdisciplinary Collaboration</td>
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<tr>
<td>DNC 198/298</td>
<td>Dance Theater in Traditional and Contemporary Performance</td>
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<tr>
<td>THS 020</td>
<td>Communication, Presence and Public Speaking</td>
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<tr>
<td>THS 143</td>
<td>Acting for Camera</td>
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<tr>
<td>THS 160</td>
<td>Topics in Musical Theater</td>
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</tr>
<tr>
<td>THS 168/268</td>
<td>Directing</td>
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</table>

Courses offered at ACT: Students must choose 4 out of 5 ACT classes to complete the major 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ACT 406</td>
<td>Acting Styles 3</td>
<td>3</td>
</tr>
<tr>
<td>ACT 414</td>
<td>Physical Theater 4</td>
<td>4</td>
</tr>
<tr>
<td>ACT 424</td>
<td>Voice, Verse, and Character 4</td>
<td>4</td>
</tr>
<tr>
<td>ACT 434</td>
<td>Cultural Landscapes/Arts Collo</td>
<td></td>
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<tr>
<td>ACT 454</td>
<td>Performance Making 4</td>
<td>4</td>
</tr>
</tbody>
</table>

1 Electives or seminars in other departments with the approval from the director of theater studies may apply towards a major/minor.
2 For description and schedule of courses, please visit ACT Curriculum (http://www.act-sf.org/home/conservatory/sf_semester/curriculum.html).
3 Prerequisite: THS 004 Acting Fundamentals I. Can be taken concurrently.
4 Prerequisite: THS 004 Acting Fundamentals I or THS 017 Embodied Movement. One of these can be taken concurrently.

NOTE: Students must take one elective course outside of the theater studies (e.g., dance, music, English). The course must be approved by the theater advisor.

Theater Minor

Minimum of 19 semester course credits

Under the auspices of the Mills Dance Department, students are able to design their own minor in theater studies. After fulfilling the requirements, students choose electives to create a minor with an emphasis on drama (based on seminars courses) or on physical theater (based on practicum/performance classes).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNC 159</td>
<td>Stage Production</td>
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<tr>
<td>THS 004</td>
<td>Acting Fundamentals I</td>
<td>3</td>
</tr>
<tr>
<td>THS 017</td>
<td>Embodied Movement</td>
<td>1</td>
</tr>
<tr>
<td>THS 106</td>
<td>Acting Fundamentals II</td>
<td>3</td>
</tr>
</tbody>
</table>
## Women, Leadership, & Social Change

We are living in an exciting and critical historical moment on the planet with respect to leadership and social change, one that demands an influx of informed, visionary leaders to address the opportunities and challenges the world is facing today. The women, leadership, and social change (WLSC) minor at Mills responds to this challenge by building informed leaders. Students have the opportunity to apply feminist and critical race scholarship in the context of working with communities for social change. Housed in the Women, Gender & Sexuality Studies department, this minor combines curriculum with community internships to support students in making firm connections between their academic work and their social change passions.

Course offerings for the WLSC minor are interdisciplinary. With an approach that is both theoretical and experiential, the WLSC minor is designed to ground learning within action, allowing students to work directly on issues they care about as they move through the program. The WLSC minor complements a wide range of majors. It grows out of the perspective that our society needs people in every sector—education, business, medicine, technology, art, etc.—who have been trained to think and operate from a social justice perspective. Thus, the WLSC minor builds a bridge between each student’s academic work and their passions to affect positive social change within their areas of interest, and also provides a strong foundation for graduate work in a number of different disciplines.

Students enrolled in the WLSC minor take two required courses, one for-credit internship and three electives covering a wide range of disciplines. An understanding of social change leadership as a discipline and a practice is grounded through ETHS 011 Leadership for Social Change. Theory is put into practice in the through a community internship, which can also satisfy the core curriculum requirement for Community Engagement. Lastly, the course US Literature and Social Change presents a survey of social change movements through the lens of the social text, and teaches writing skills for use as a tool for social change.

The interconnectedness of our world today calls on leaders to be lifelong learners, ever striving to increase their knowledge and skills. The WLSC minor provides solid ground for developing and building a learner’s mind and for equipping students to effect positive social change as they move through the process.

### Minor

**Women, Leadership, and Social Change minor** (p. 89)

### Faculty & Staff

#### Faculty

**Judith Bishop**  
Alice Andrews Quigley Professor  
Associate Professor of Women’s, Gender and Sexuality Studies  
Vera Long 128, 510.430.3249, jbishop@mills.edu  
Professional Interests: Women in world religions; theoretical approaches to gender, body, and sexuality; religion in public discourse

**Priya Kandaswamy**  
Associate Professor of Women’s, Gender and Sexuality Studies  
Department Head  
Vera Long 132, 510.430.3106, pkandaswamy@mills.edu  
Professional Interests: Feminist and queer theory; race, gender, and US welfare politics; women of color in the US; theories of race and sexuality; sexuality and citizenship; geographies of race, gender, and sexuality

**Brinda Mehta**  
Professor of French and Francophone Studies  
Program Head of French and Francophone Studies  
Mills Hall Room 326, 510.430.2212, mehta@mills.edu  
Professional Interests: Nineteenth-century French literature, psychoanalysis and feminist critical theories, Caribbean and African francophone literatures

#### Staff

**Nikole Wilson-Ripsom**  
Faculty Administrative Assistant  
Vera Long 118, nwilsonripsom@mills.edu

### Electives

Select three semester course credits from the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DNC 014/114</td>
<td>Dance Forms from Here, There and Everywhere</td>
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<tr>
<td>DNC 034/134</td>
<td>Dance Improvisation</td>
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<tr>
<td>DNC 080</td>
<td>Laban Studies</td>
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</tr>
<tr>
<td>DNC 170/270</td>
<td>Seminar in Interdisciplinary Collaboration</td>
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<tr>
<td>DNC 198/298</td>
<td>Dance Theater in Traditional and Contemporary Performance</td>
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</tr>
<tr>
<td>THS 020</td>
<td>Communication, Presence and Public Speaking</td>
<td></td>
</tr>
<tr>
<td>THS 143</td>
<td>Acting for Camera</td>
<td></td>
</tr>
<tr>
<td>THS 151</td>
<td>Topics in Musical Theater</td>
<td></td>
</tr>
<tr>
<td>THS 160</td>
<td>Directing</td>
<td></td>
</tr>
</tbody>
</table>

1 Electives or seminars in other departments with the approval from the director of theater studies may apply towards a major/minor.

NOTE: Students must take one elective course outside of theater studies (e.g., dance, music, English). The course must be approved by the theater advisor.

Minimum of 17 semester course credits
Women’s, Gender & Sexuality Studies

Women’s, Gender and Sexuality Studies introduces students to the processes by which gender and sexuality are socially constructed in different historical, geographical, and cultural contexts, with particular attention to the intersection of gender and sexuality with other categories of difference such as race, class, ability, religion, and national origin. WGSS majors gain a broad understanding of feminist and queer thinking and activism. They learn to use interdisciplinary methodologies for feminist and queer research and pursue a deeper understanding of the issues that interest them through the development of an area of concentration and a senior capstone project. WGSS also offers three minors (women’s studies, queer studies, and women’s leadership and social change) that complement any major.

The WGSS major and minors emphasize the development of skills in critical and creative thinking, interdisciplinary research, and written and verbal communication. In addition to engaging with feminist and queer histories, cultural production, and political movements, students learn to apply an analysis of gender and sexuality to a broad range of topics. Our students pursue careers and graduate study in diverse fields like education, social work, medicine, law, community activism, religious studies, literature, and the arts. The flexibility offered by the WGSS major enables students to tailor their education to their own interests and goals while providing them with a strong foundation in feminist and queer approaches to knowing and shaping the world.

Program Goals

- Students will understand how gender and sexuality are constructed in relation to one another and to other social structures.
- Students will understand the role of gender and sexuality in cultures and histories.
- Students will learn to think critically.

Majors & Minors

Major

Women’s, Gender and Sexuality Studies Major—BA (p. 92)

Minor

Queer Studies Minor (p. 83)

Women’s Studies Minor (p. 91)

Faculty & Staff

Judith Bishop

Alice Andrews Quigley Professor

Associate Professor of Women’s, Gender and Sexuality Studies

Vera Long 128, 510.430.3249, jbishop@mills.edu

Professional Interests: Women in world religions; theoretical approaches to gender, body, and sexuality; religion in public discourse

Priya Kandaswamy

Associate Professor of Women’s, Gender and Sexuality Studies

Co-Chair of Race, Gender, and Sexuality Studies
### Women's Studies Minor

Minimum of 19 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td></td>
<td><strong>Electives</strong></td>
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<tr>
<td></td>
<td>Select five additional courses from the list below in consultation with an adviser. At least two of the courses must be WGSS courses.</td>
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<tr>
<td>WGSS 071</td>
<td>Introduction to Women's Studies</td>
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<td>ARTH 137</td>
<td>Art of the 20th Century</td>
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<td>ARTH 139</td>
<td>Gender and Sexuality in Contemporary Art</td>
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<td>ARTH 192</td>
<td>Seminar: Gender and the Western Visual Tradition</td>
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<tr>
<td>ECON 117</td>
<td>Women and the Economy</td>
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<tr>
<td>EDUC 129</td>
<td>Schools, Sexuality, and Gender</td>
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<tr>
<td>ENG 061R</td>
<td>Studies in Lesbian Writing</td>
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<tr>
<td>ENG 104</td>
<td>Introduction to Critical Theory</td>
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<tr>
<td>ENG 105</td>
<td>Topics in Late Medieval and Early Modern Literature and Culture</td>
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<tr>
<td>ENG 114</td>
<td>U.S. Literature and Social Change</td>
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<tr>
<td>ENG 117</td>
<td>20th-Century African American Literature</td>
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<td>ENG 158</td>
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<tr>
<td>ETHS 052</td>
<td>African American Women's History</td>
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<tr>
<td>ETHS 054</td>
<td>American Indian History to 1900</td>
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<td>ETHS 055</td>
<td>Law, Resistance and Identity: American Indian History from 1900</td>
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<td>ETHS 064</td>
<td>Mixed Race Descent in the Americas</td>
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<td>ETHS 090</td>
<td>Comparative Ethnic Literature and Cultural Production</td>
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<td>ETHS 113</td>
<td>Comics and Politics: Visual Culture, Power, and Ideology</td>
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<td>ETHS 120</td>
<td>Decolonizing Spirituality: Indigenous Religions in the Americas</td>
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<tr>
<td>ETHS 150</td>
<td>Black Feminist Theory</td>
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<tr>
<td>ETHS 154</td>
<td>Writing the Self: Autobiographies of People of Color in the U.S.</td>
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<tr>
<td>ETHS 156</td>
<td>Contemporary Queer Writers of Color</td>
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<tr>
<td>ETHS 157</td>
<td>Race, Gender, and the Criminal Justice System</td>
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<tr>
<td>ETHS 158</td>
<td>Latin American Transnational Migration</td>
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<tr>
<td>ETHS 159</td>
<td>Intro to Chicano &amp; Latinax Studies</td>
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<td>ETHS 166</td>
<td>Women of Color in Social Movements</td>
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<td>ETHS 172</td>
<td>American Indian and Pacific Islander Women</td>
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<tr>
<td>ETHS 188</td>
<td>Film, Color, and Culture: Images of People of Color in Cinema</td>
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<td>FREN 162</td>
<td>Aesthetics of the Body in Literature</td>
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<td>FREN 168</td>
<td>Francophone Women's Writing from Martinique, Haiti, and Guadeloupe</td>
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<td>FREN 170</td>
<td>Debunking Orientalist Stereotypes: Asian Writings in French</td>
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<tr>
<td>HIST 069</td>
<td>Men, Women, and Travel: Tourism in Europe Since the Renaissance</td>
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<tr>
<td>HIST 160</td>
<td>History of Women in America</td>
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<tr>
<td>LET 115</td>
<td>African and Caribbean Literatures</td>
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<tr>
<td>LET 142</td>
<td>French and Francophone Women Writers</td>
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<td>LET 149</td>
<td>Post-Colonial Conditions: Contemporary Women's Writings from Africa</td>
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<td>LET 161</td>
<td>Latin American Women Writers in Translation</td>
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<td>LET 168</td>
<td>Women in Cinema: Latin America, Spain and U.S.Latinas</td>
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<td>MUS 016</td>
<td>Women, Gender, and Musical Creativity</td>
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<td>PPOL 118</td>
<td>Women's Leadership in Politics: Theory and Practice</td>
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<td>PPOL 125</td>
<td>Gender and Public Policy</td>
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<td>REL 040</td>
<td>Introduction to the Study of Religions</td>
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<td>SOC 103</td>
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<tr>
<td>SOC 146</td>
<td>Sociology of Hip-Hop</td>
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<tr>
<td>SOC 149</td>
<td>Sociology of U.S. Immigration</td>
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<tr>
<td>SOC 158</td>
<td>Gender and Society</td>
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</table>
SOSC 120 Women and the Law
SPAN 172 Intersections of Art and Poetry
SPAN 175 The 20th-Century Hispanic Novel
WGSS 072 Introduction to Queer Studies
WGSS 101 Feminist and Queer Research Methodologies
WGSS 105 Sexuality and the City
WGSS 106 Postcolonial Feminist Theory and Literature
WGSS 109 Comparative Studies on Women in Religion
WGSS 110 Sex, Body, and Gender in Early European Societies
WGSS 111 Women, Gender and Cultural Production in the Global South
WGSS 125 The Politics of Care
WGSS 131 Women in Islam
WGSS 135 Race, Sexuality, and the State
WGSS 175 Transnational Sexualities
WGSS 182 Feminist and Queer Theories
WGSS 192 Senior Project

Special topics courses and independent studies may count toward the minor with adviser approval.

At least four of the courses taken for the minor must be upper division.

Women's, Gender and Sexuality Studies Major—BA

Minimum of 34 semester course credits and general BA requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
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<td>Core Requirements:</td>
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<tr>
<td>WGSS 071</td>
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<td>WGSS 072</td>
<td>Introduction to Queer Studies</td>
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<tr>
<td>WGSS 101</td>
<td>Feminist and Queer Research Methodologies (or a relevant research methods course in another department with approval from your adviser)</td>
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<tr>
<td>WGSS 192</td>
<td>Senior Project (Select one course from each of the following categories.)</td>
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Theories of Gender and Sexuality:

Select one:

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<td>WGSS 106</td>
<td>Postcolonial Feminist Theory and Literature</td>
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<tr>
<td>WGSS 110</td>
<td>Sex, Body, and Gender in Early European Societies</td>
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<td>WGSS 111</td>
<td>Women, Gender and Cultural Production in the Global South</td>
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<td>Feminist and Queer Theories</td>
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<tr>
<td>ENG 104</td>
<td>Introduction to Critical Theory</td>
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<td>ETHS 150</td>
<td>Black Feminist Theory</td>
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Feminist and Queer Social Movements:

Select one:

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<th>Hours</th>
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<tr>
<td>WGSS 105</td>
<td>Sexuality and the City</td>
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<tr>
<td>WGSS 109</td>
<td>Comparative Studies on Women in Religion</td>
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</table>

Select four courses totalling at least 12 credits in any one of the concentrations below or design your own four course concentration in consultation with an advisor.

### Concentrations

#### Queer Studies Concentration

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<thead>
<tr>
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<tbody>
<tr>
<td>EDUC 129</td>
<td>Schools, Sexuality, and Gender</td>
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<td>ENG 061R</td>
<td>Studies in Lesbian Writing</td>
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<td>ENG 104</td>
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<tr>
<td>ENG 105</td>
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<td>ETHS 052</td>
<td>African American Women's History</td>
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<td>Contemporary Queer Writers of Color</td>
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<td>WGSS 105</td>
<td>Sexuality and the City</td>
<td></td>
</tr>
<tr>
<td>WGSS 125</td>
<td>The Politics of Care</td>
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<tr>
<td>WGSS 135</td>
<td>Race, Sexuality, and the State</td>
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<td>WGSS 175</td>
<td>Transnational Sexualities</td>
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<tr>
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<td>Feminist and Queer Theories</td>
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#### Women and Religion Concentration

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<td>ENG 045</td>
<td>World Roots of Literature</td>
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<td>ENG 074</td>
<td>The Bible as Literature</td>
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<td>ETHS 120</td>
<td>Decolonizing Spirituality: Indigenous Religions in the Americas</td>
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<td>Introduction to the Study of Religions</td>
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<tr>
<td>WGSS 110</td>
<td>Sex, Body, and Gender in Early European Societies</td>
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<tr>
<td>WGSS 131</td>
<td>Women in Islam</td>
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</table>

#### Transnational Feminisms Concentration

<table>
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<tr>
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<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ETHS 158</td>
<td>Latin American Transnational Migration</td>
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<tr>
<td>FREN 168</td>
<td>Francophone Women’s Writing from Martinique, Haiti, and Guadeloupe</td>
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<td>French and Francophone Women Writers</td>
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<tr>
<td>SOC 149</td>
<td>Sociology of U.S. Immigration</td>
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</tr>
<tr>
<td>WGSS 106</td>
<td>Postcolonial Feminist Theory and Literature</td>
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<tr>
<td>WGSS 111</td>
<td>Women, Gender and Cultural Production in the Global South</td>
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<td>WGSS 125</td>
<td>The Politics of Care</td>
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<tr>
<td>WGSS 135</td>
<td>Race, Sexuality, and the State</td>
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### Women and Politics Concentration

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
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<tr>
<td>ECON 117</td>
<td>Women and the Economy</td>
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<td>ETHS 157</td>
<td>Race, Gender, and the Criminal Justice System</td>
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<td>PPOL 118</td>
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<tr>
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<td>Gender and Public Policy</td>
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<tr>
<td>SOC 103</td>
<td>Sociology of U.S. Immigration</td>
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<tr>
<td>SOC 149</td>
<td>Gender and Society</td>
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<tr>
<td>SOC 158</td>
<td>Women and the Law</td>
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<tr>
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<td>The Politics of Care</td>
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<tr>
<td>WGSS 135</td>
<td>Race, Sexuality, and the State</td>
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### Gender and Cultural Politics Concentration

<table>
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<tbody>
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<tr>
<td>ARTH 137</td>
<td>Art of the 20th Century</td>
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<td>ARTH 139K</td>
<td>History of Performance Art</td>
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<td>ARTH 190</td>
<td>Gender and Sexuality in Contemporary Art</td>
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<td>ENG 158</td>
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<tr>
<td>ETHS 090</td>
<td>Comparative Ethnic Literature and Cultural Production</td>
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<tr>
<td>ETHS 113</td>
<td>Comics and Politics: Visual Culture, Power, and Ideology</td>
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</tr>
<tr>
<td>ETHS 154</td>
<td>Writing the Self: Autobiographies of People of Color in the U.S.</td>
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<tr>
<td>ETHS 156</td>
<td>Contemporary Queer Writers of Color</td>
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<tr>
<td>ETHS 188</td>
<td>Film, Color, and Culture: Images of People of Color in Cinema</td>
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<tr>
<td>FREN 162</td>
<td>Aesthetics of the Body in Literature</td>
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<tr>
<td>FREN 168</td>
<td>Francophone Women's Writing from Martinique, Haiti, and Guadeloupe</td>
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<tr>
<td>FREN 170</td>
<td>Debunking Orientalist Stereotypes: Asian Writings in French</td>
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<tr>
<td>HIST 160</td>
<td>History of Women in America</td>
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<tr>
<td>LET 115</td>
<td>African and Caribbean Literatures</td>
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<tr>
<td>LET 142</td>
<td>French and Francophone Women Writers</td>
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<tr>
<td>LET 149</td>
<td>Post-Colonial Conditions: Contemporary Women's Writings from Africa</td>
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<tr>
<td>LET 161</td>
<td>Latin American Women Writers in Translation</td>
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<tr>
<td>LET 168</td>
<td>Women in Cinema: Latin America, Spain and U.S. Latinas</td>
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</table>

### Historical Perspectives on Gender and Sexuality

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
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<tr>
<td>Select four:</td>
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<tr>
<td>ARTH 139K</td>
<td>History of Performance Art</td>
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<tr>
<td>ARTH 190</td>
<td>Gender and Sexuality in Contemporary Art</td>
<td></td>
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<tr>
<td>ENG 105</td>
<td>Topics in Late Medieval and Early Modern Literature and Culture</td>
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<tr>
<td>ETHS 052</td>
<td>African American Women's History</td>
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<tr>
<td>ETHS 054</td>
<td>American Indian History to 1900</td>
<td></td>
</tr>
<tr>
<td>ETHS 055</td>
<td>Law, Resistance and Identity: American Indian History from 1900</td>
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<tr>
<td>ETHS 064</td>
<td>Mixed Race Descent in the Americas</td>
<td></td>
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<tr>
<td>ETHS 159</td>
<td>Intro to Chicano &amp; Latinx Studies</td>
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<tr>
<td>ETHS 172</td>
<td>American Indian and Pacific Islander Women</td>
<td></td>
</tr>
<tr>
<td>HIST 069</td>
<td>Men, Women, and Travel: Tourism in Europe Since the Renaissance</td>
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<tr>
<td>HIST 160</td>
<td>History of Women in America</td>
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<tr>
<td>WGSS 105</td>
<td>Sexuality and the City</td>
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<tr>
<td>WGSS 110</td>
<td>Sex, Body, and Gender in Early European Societies</td>
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<tr>
<td>WGSS 131</td>
<td>Women in Islam</td>
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</tr>
<tr>
<td>WGSS 135</td>
<td>Race, Sexuality, and the State</td>
<td></td>
</tr>
</tbody>
</table>

### Self-Designed Concentrations

Students who choose to design their own concentrations should work with their major adviser to pick four courses for their concentration. They should develop a title and short rationale for the concentration in consultation with their adviser. Students may choose courses not on the list of electives with approval from their adviser.

Special topics courses and independent studies may count toward any of the above concentrations with adviser approval.

No courses may meet more than one requirement for the major. At least six courses in the major must be at the 100 level or above.
Mills College has a rich history of educating women leaders in many fields, including health sciences and law. Pre-law and pre-med are popular areas of study, and Mills has strong programs to prepare you for success in these areas. However, as at most colleges and universities, these are not majors. Instead, these areas of study can be combined with many different majors. Guidelines for successful preparation for medical school or law school are given here. Students interested in allied health fields like pharmacy, dental school, or veterinary school are encouraged to contact the pre-med faculty for more information.

- Medicine/Health Sciences (p. 94)
- Pre-Law (p. 95)

Guaranteed admission to Boston’s Simmons College (http://www.simmons.edu/academics/undergraduate-programs/nursing)—a Mills partnering top ranked nursing school—is available to Mills pre-nursing certificate graduates who meet certain criteria.

- Pre-Nursing (p. 95)

### Medicine/Health Sciences

510.430.2317
chemistry@mills.edu

The Pre-Medical Program at Mills combines a strong foundation in natural science with a liberal arts education. Modern medicine seeks physicians who can combine technical expertise with strong interpersonal skills; the humanistic perspectives derived from study of the liberal arts help develop this balance.

There are a variety of different health science professional schools, including those for dentistry, optometry, osteopathy, veterinary medicine, pharmacy, podiatry, naturopathic medicine and, of course, the largest and most highly visible area, allopathic medicine. Admission to health science professional programs is highly competitive, particularly to schools of allopathic medicine. Success in the application process requires careful attention to preparation in a number of areas. The health professions advisor is a valuable asset in this planning process and works closely with each student to plan her academic program as well as her overall preparation for her career. Students are encouraged to gain experience in their chosen health professions by engaging in volunteer work, internship experience, or paid employment. Students are also encouraged to take advantage of research opportunities during the academic year and in the summer months. The small class size at Mills contributes in many ways to a student’s education and to her personal and intellectual development. In addition, it provides opportunities for faculty members to know students well and thus be able to write meaningful letters of recommendation when the time comes to apply to health professions schools.

The atmosphere of pre-professional study at Mills is one of cooperation, support, and encouragement. Students are congenial, help each other, and think in terms of working together toward a common goal. The history of success Mills students have had in gaining admission to health professions schools also contributes to a positive and confident spirit in pre-medical students at Mills. A student planning to enter the health science professions can major in any of variety of disciplines in the natural sciences including biology, biochemistry and molecular biology, chemistry, or biopsychology. However, students specifically interested in applying to allopathic medical schools will note how the new requirements adopted by these schools place significant constraints on the choice of a major.

The following list of suggested courses is based upon the topics included in the Medical College Admission Test (MCAT). But it will also meet or exceed the requirements for other health science professional schools. Additional upper-division course work in biology and chemistry, however, is valuable preparation for the Dental Admission Test (DAT), the Graduate Record Examination (GRE), or other admission tests. These courses also prepare students for the course work taken in the health professions schools themselves.

For further information and advice, consult one of the health professions advisors listed above. It is strongly recommended that students meet with the health professions advisor at least once an academic year, or more frequently if desired, to review the status of her preparation for professional school.

### Suggested Minimum List of Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BIO 001</td>
<td>General Biology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 153</td>
<td>Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 017</td>
<td>General Chemistry I</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 018</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 105</td>
<td>Organic Chemistry I</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>BIOC 141</td>
<td>Protein Chemistry and Enzymology</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 061</td>
<td>General Physics I</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 062</td>
<td>General Physics II</td>
<td></td>
</tr>
<tr>
<td>PSYC 049</td>
<td>Fundamentals of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 055</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

As the molecular foundations of medicine become more thoroughly elaborated, there is also value in the study of genetics, the second semester of biochemistry (BIOC 142), and/or statistics.

### Faculty & Staff

#### Faculty

Beth Kochly
Associate Professor of Chemistry
Department Head
NSB 129, 510.430.2085, bkochly@mills.edu

Professional Interests: Mechanistic studies and reactive intermediates in organic chemistry, organic reactions in ionic liquids

**Beth Kochly**

**Associate Professor of Chemistry**

**Department Head**

**NSB 129, 510.430.2085, bkochly@mills.edu**

**Professional Interests:** Mechanistic studies and reactive intermediates in organic chemistry, organic reactions in ionic liquids
Like most colleges in the United States, Mills does not offer a pre-law major, but many of our students have gone on to law school. The broad liberal arts education that we offer is excellent preparation for success in the legal field!

Law schools require a bachelor’s degree in any field, the Law School Admission Test (LSAT), strong letters of recommendation, and compelling essays for admission.

While students can choose any major for law school, many students opt to major in Political Science or in Politics, Economics, Policy and Law (PEPL). Students may also want to consider the minor in Legal Studies.

**Majors & Minors**

**Majors**

Political Science Major (p. 72)

Politics, Economics, Policy and Law Major—BA (p. 75)

**Minors**

Political Science Minor (p. 73)

Legal Studies Minor

**Faculty & Staff**

**Faculty**

**Betsy Baum Block**
Professor of Practice
GBS 235E, bблок@mills.edu
Professional Interests: Policy analysis and program evaluation, demographics of Bay Area poverty, workforce development

**Mark Henderson**
Associate Professor of Public Policy
Department Head Public Policy & Political Science
Interim Program Head Public Policy
GBS 225, 510.430.3169, mhenderson@mills.edu
Professional Interests: Environmental policy in the United States and China, urbanization and land use planning, global climate change, policy applications of geographic information science (GIS)

**Margaret Hunter**
Fletcher Jones Professor of Sociology
Professor of Sociology
Vera Long 116, 510.430.3220, mhunter@mills.edu
Professional Interests: Skin tone stratification and skin bleaching in the Black and Latina/o communities, comparative racial and ethnic relations, sociology of gender and the body, contemporary racial attitudes, race and gender politics in hip-hop

**Martha C. Johnson**
Associate Professor of Public Policy
Vera Long 107, 510.430.3310, majohnson@mills.edu
Professional Interests: Comparative politics, African politics, democratization, food politics, the politics of development

**Larry Magid**
Professor of Practice
GBS 225, 510.430.3105, lmagid@mills.edu
Professional Interests: Electoral politics; legislative advocacy; policy analysis; public finance; civic engagement; media, energy and environmental issues

**Siobhan Reilly**
Professor of Economics
GBS 232, 510.430.2346, sreilly@mills.edu
Professional Interests: Public economics, labor economics, economics of the family, health economics, urban economics, international economics

**Lorien Rice**
Kathryn P. Hannam Professorship in American Studies
Professor of Economics
GBS 233, 510.430.3113, lrice@mills.edu, (lrice@mills.edu)
Professional Interests: Labor economics, public policy, poverty, education economics, applied econometrics

**Roger Sparks**
Professor of Economics
GBS 231, 510.430.2137, sparks@mills.edu
Professional Interests: Applied microeconomics, banking, energy economics, labor economics

**Malia Vella**
Assistant Professor of Practice
GBS 235, mavalla@mills.edu
Professional Interests: Law and public policy, social justice

**Staff**

**Taylor Hammond**
Administrative Assistant
510.430.2194, gsb@mills.edu

**Pre-Nursing**

Pre-Nursing
510.430.2317
510.430.3304
nursing@mills.edu

Mills’ two-year Pre-Nursing Program consists of core curriculum and basic science courses that prepare students for nursing school. Our program provides a strong foundation in the natural and social sciences, while fostering exploration of the fine arts and letters. Every student who successfully completes the two-year course work at Mills
will earn a certificate in pre-nursing and will be well prepared to pursue professional training in nursing school towards a bachelor of science degree in nursing (BSN).

Guaranteed admission to Boston’s Simmons College (http://www.simmons.edu/academics/undergraduate-programs/nursing)—a Mills partnering nursing school—is available to Mills pre-nursing certificate graduates who:

- complete their academic work with a minimum 3.0 overall GPA and a minimum 3.0 science GPA in certificate course work, and
- who have attained an 80% score, or higher, on the Test of Essential Academic Skills (TEAS).

For information about our graduation rates, the median debt of students who completed the program and other important information, please refer to the Federal Gainful Employment Disclosure Statement (https://inside.mills.edu/academics/undergraduate/nur/gedt/Gedt.html).

Program Goals:

- To be able to relate the structure and function of the human body at both the macroscopic and microscopic level.
- To understand how the principles of chemistry and biology relate to the functioning of the human body.
- To understand the tools and experimental methods of chemistry and biology as they relate to the study of science.
- To understand how microorganisms are related to the pathology of human disease.

Majors & Minors
Certificate

Pre-Nursing (p. 96)

Faculty & Staff
Faculty

Helen Walter
Visiting Associate Professor
Director of the Pre-Nursing Program
Hellman Summer Science and Math, Director
NSB 131, 510.430.2035, hwalter@mills.edu
Professional Interests: Testing the antimicrobial properties of indigenous plants and microbial contributions to extraterrestrial habitats

Elaine Tan
Associate Adjunct Professor
NSB 124, 510.430.3175, etan@mills.edu
Professional Interests: Anatomy and functional circuitry of the brain

Pre-Nursing Certificate

Minimum of 60 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BIO 010N</td>
<td>Introductory Biology for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>BIO 031N</td>
<td>Human Anatomy for Nurses</td>
<td>4</td>
</tr>
<tr>
<td>BIO 034N</td>
<td>Human Physiology for Nurses</td>
<td>4</td>
</tr>
<tr>
<td>BIO 041N</td>
<td>Microbiology for Nurses</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 037N</td>
<td>Survey of Chemistry for Nurses</td>
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<tr>
<td>CHEM 038N</td>
<td>Survey of Chemistry II: Principles of Nutrition for Nurses</td>
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<tr>
<td>CHEM 080N</td>
<td>Special Topics: Intro to College Chemistry with Lab</td>
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<tr>
<td>COLL 005</td>
<td>Information Literacy-Information Technology Skills</td>
<td>0</td>
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<tr>
<td>ECON 081 or PSYC 146 or PHE 180A</td>
<td>Introduction to Statistics for the Behavioral Sciences or ST: Statistics for Health Care</td>
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<tr>
<td>ENG 001</td>
<td>ENG 001: Rhetoric and Composition for the College Writer</td>
<td>4</td>
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<tr>
<td>PHIL 015 or PHIL 062</td>
<td>Introduction to Philosophy or Ethics</td>
<td>3</td>
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<tr>
<td>PSYC 040</td>
<td>Life-Span Developmental Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 049</td>
<td>Fundamentals of Psychology</td>
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<td>SOC 055</td>
<td>Introduction to Sociology</td>
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<tr>
<td>Select one course that meets the Race, Gender, and Power requirement</td>
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<tr>
<td>Select one course that meets the Creativity, Innovation, and Experimentation requirement</td>
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<tr>
<td>Select one course that meets the Written and Oral Communication II requirement</td>
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<td>Other course requirements dependent on transfer school:</td>
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<tr>
<td>HIST 011</td>
<td>The West and Its Cultural Traditions I</td>
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<td>HIST 012</td>
<td>The West and Its Cultural Traditions II</td>
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<tr>
<td>HIST 031</td>
<td>American History I</td>
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<tr>
<td>HIST 032</td>
<td>American History II</td>
<td></td>
</tr>
<tr>
<td>PSYC 118</td>
<td>Psychopathology</td>
<td></td>
</tr>
</tbody>
</table>

Note: A full year of language is required by Simmons. Please speak with your advisor about ways to complete this requirement.

Visiting Scholars

Belinda Howell-Bush
Assistant Adjunct Professor
NSB 161, bbush@mills.edu
Professional interests: Biology, microbiology, community services

Nolan Jones
Assistant Adjunct Professor
NSB 217, 510.430.2248, njones@mills.edu
Professional Interests: Youth development; critical, transformative, and Hip Hop pedagogies; cultural capital and constructivism; green technology and community health

Staff

Mary Pace
Faculty Administrative Assistant
NSB 111, 510.430.2317, mpacie@mills.edu
ACCELERATED DEGREE PROGRAMS

Bachelor’s-to-Master’s Accelerated Degree Programs

The Mills Bachelor’s-to-Master’s Accelerated Degree Programs enable you to earn a master’s degree in just one additional year of study at Mills. Your Mills undergraduate degree provides a broad liberal arts foundation, to which you can add an additional year of focused study to complete a graduate program. Mills’ combined bachelor’s and master’s program offers a time-saving, cost-effective way to increase your career options after graduation.

Mills offers more than 10 accelerated degree options. Students should consult with their academic advisors by the start of their junior year to discuss their course plan. Students who are not able to satisfy prerequisite courses may still apply and complete their graduate degree in three or four semesters.

- BA/MAE Applied Economics (p. 101)
- BA/MBA Business Administration (p. 101)
- BA/MA Child Development & Elementary Education (p. 97)
- BA/MA Early Childhood Education (p. 97)
- BA/MA Early Childhood Special Education/Teaching Credential (p. 98)
- BA/MA Infant Mental Health (p. 100)
- BA/MA Interdisciplinary Computer Science (p. 100)
- BA/MM Management (p. 102)
- BA/MPP Public Policy (p. 103)
- BA/MA Education/Teaching Credential (p. 98)
- BA/Joint MPP/MBA (p. 103)

BA/MA Child Development & Elementary Education

This program is open only to students who are majoring in Child Development & Elementary Education. The graduate year of this program requires 26-27 additional credits.

Fifth Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>EDUC 236</td>
<td>Development and Learning: Infancy through Adolescence</td>
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<tr>
<td>EDUC 290</td>
<td>Advanced Seminar in Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 294A</td>
<td>Graduate Seminar: Research in Education—ECE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 275A</td>
<td>Field Experience in Early Childhood Special Ed and Infant Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 234</td>
<td>Research Methodology for Observing Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 238</td>
<td>Social, Emotional, and Moral Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 276</td>
<td>Leadership and Administration in Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 294B</td>
<td>Research Seminar—ECE</td>
<td>3</td>
</tr>
</tbody>
</table>

BA/MA Early Childhood Education

BA—a minimum of 39 semester course credits and general BA requirements (p. 107); MA—a minimum of 25 semester course credits

The Accelerated BA/MA Degree Program (ADP) is designed for Mills students to earn a BA in child development and an MA in early childhood in five years. The program integrates a carefully designed curriculum that combines undergraduate and graduate specialized course work and field placements in child development with a broad background in the liberal arts and sciences. The undergraduate portion of the program requires students to complete the Mills College BA as child development majors (See undergraduate catalog for major requirements (p. 29)); the +1 MA year begins fall of the student’s fifth year at Mills. Because of the heavy course load, students may opt to take some course work in their senior year to count toward the MA degree, provided those courses do not count toward the undergraduate degree.

Degree Requirements

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<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>EDUC 036/136</td>
<td>Introduction to Development and Learning in Young Children</td>
<td>3</td>
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<tr>
<td>EDUC 155</td>
<td>Children with Special Needs: Infants and Young Children</td>
<td>3</td>
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<tr>
<td>EDUC 133</td>
<td>Curriculum and Environments in Early Childhood Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 134</td>
<td>Research Methodology for Observing Children</td>
<td>4</td>
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<tr>
<td>EDUC 137</td>
<td>Language Development: Literacy, bilingualism, and communication</td>
<td>3</td>
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<tr>
<td>EDUC 138</td>
<td>Social, Emotional, and Moral Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 160</td>
<td>History and Theories of Play in Human Development, Culture, and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 191A</td>
<td>Theory and Practice of Early Childhood Education: Infancy/Young Children</td>
<td>4-6</td>
</tr>
<tr>
<td>EDUC 191B</td>
<td>Theory and Practice of ECE: Curriculum and Instruction for Infants and Toddlers with Special Needs</td>
<td>4-6</td>
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<tr>
<td>EDUC 176</td>
<td>Leadership and Administration in Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 194A</td>
<td>Senior Seminar: Child Development</td>
<td>3-4</td>
</tr>
<tr>
<td>EDUC 194B</td>
<td>Senior Seminar: Child Development II</td>
<td>3-4</td>
</tr>
</tbody>
</table>
BA/MA Early Childhood Special Education/Teaching Credential

BA—a minimum of 41 semester course credits and general BA requirements (p. 107);
MA—a minimum of 24 semester course credits

This curriculum is approved to meet the California Commission on Teacher Credentialing (CCTC) requirements for a Preliminary Education Specialist Instruction Credential with the specialty area of Early Childhood Special Education and added authorization of Emotional Disturbance. This credential allows the holder to work with children with special needs in early intervention programs and preschool special education classrooms.

Please Note: In compliance with the CCTC’s requirement and in consideration of the logistics involved in internship placements, all students must pass the CBEST before being accepted to the program.

The following course sequence included in our early childhood special education program are required for students in the ADP BA/MA, Education with Emphasis in Early Childhood Education program who wish to obtain the ECSE Credential. Students will plan their course schedule with a faculty advisor.

Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 133</td>
<td>Curriculum and Environments in Early Childhood Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 136</td>
<td>Introduction to Development and Learning in Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 134</td>
<td>Research Methodology for Observing Children</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 137</td>
<td>Language Development: Literacy, bilingualism, and communication</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 138</td>
<td>Social, Emotional, and Moral Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 142</td>
<td>The Hospitalized Child</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 154</td>
<td>Medical Information: Children in Hospitals and Clinics</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 155</td>
<td>Children with Special Needs: Infants and Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 160</td>
<td>History and Theories of Play in Human Development, Culture, and Education</td>
<td>3</td>
</tr>
</tbody>
</table>

BA/MA Education/Teaching Credential

The Accelerated Degree Program: BA/MA Teacher Education and teacher credential program allows undergraduates to complete their disciplinary major, a master of arts degree in education with an emphasis on teaching, and a teaching credential from the state of California in five years. All requirements for the BA are completed during the first four years of the program and, during this time, students also take courses that serve as part of their preparation for earning a teaching credential and master’s degree. Credential course work, student teaching and master’s course work are completed during the fifth year. The requirements of the senior and fifth years do not allow for a study abroad program during those years.

Single Subject Credential: Art, English, and Social Studies

This credential authorizes recipients to teach English, social studies, and art in grades 6–12. This work is completed in conjunction with a master of arts degree in education with an emphasis in teaching.

Course of Study

The course of study begins in the sophomore year, before actual enrollment in the accelerated program. Students interested in the accelerated program should take the sophomore and junior classes listed below and then, upon acceptance to the program, complete the remaining courses and student teaching.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 101</td>
<td>Social Foundations of Education (Fall)</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended sequence of course work:

**Sophomore**

**Junior**
### BA/MA Education/Teaching Credential

**Senior**

Complete all outstanding undergraduate requirements (and any of the above three classes not completed). Note that these three classes will count as credit toward your undergraduate degree.

**Fifth Year**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 305A</td>
<td>Instruction for Secondary Math and Science Teachers and Teaching Methods for Integrated Secondary Science and Math Instruction (Fall/Spring)</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 305B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 339</td>
<td>Development and Learning in Adolescents (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 347A</td>
<td>Introduction to the Profession of Teaching Diverse Learners and Introduction to the Profession of Teaching Diverse Learners (Fall and Spring)</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 347B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 349</td>
<td>Perspectives on Disability, Inclusion, and Assessment</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 353</td>
<td>English Language Development and Content Instruction Methods-Single Subj. (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 385A</td>
<td>Student Teaching in the Secondary School I and Student Teaching in the Secondary School II (Fall and Spring)</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 385B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 389</td>
<td>Teaching Reading and Writing in the Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 210B</td>
<td>Research and Inquiry Methods in Education: MEET</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td></td>
</tr>
<tr>
<td>EDUC 393</td>
<td>Topics in Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 394</td>
<td>Topics in Mathematics</td>
<td></td>
</tr>
<tr>
<td>EDUC 396</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Single Subject Credential: Math and Science

This credential authorizes recipients to teach mathematics, life sciences, or physical sciences in grades 6–12. This work is completed in conjunction with a master of arts degree in education with an emphasis in teaching.

**Course of Study**

Although this credential authorizes recipients to teach in any self-contained K–12 classroom, it is recommended specifically for those interested in teaching grades K–6. This work is completed in conjunction with a master of arts degree in education with an emphasis in teaching.

**Course of Study**

The course of study begins in the sophomore year, before actual enrollment in the accelerated program. Students interested in the accelerated program should take the sophomore and junior classes listed below and then, upon acceptance to the program, complete the remaining courses and student teaching.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 101</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 120</td>
<td>Urban Education</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 125</td>
<td>Inquiry and Action in Urban Contexts</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 236</td>
<td>Development and Learning: Infancy through Adolescence (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 300A</td>
<td>Curriculum and Instruction in the Elementary School and Curriculum and Instruction in the Elementary School (Fall and Spring)</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 300B</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Elementary Multiple Subjects Credential

The course of study begins in the sophomore year, before actual enrollment in the accelerated program. Students interested in the accelerated program should take the sophomore and junior classes listed below and then, upon acceptance to the program, complete the remaining courses and student teaching.
BA/MA in Infant Mental Health

The Accelerated BA/MA Degree Program (ADP) is designed for Mills students to earn a BA in psychology and an MA in infant mental health in five years. This specialized master’s degree is unique to Mills College. The program integrates a carefully designed curriculum that combines undergraduate and graduate specialized course work and field placement with a broad background in the liberal arts and sciences. The undergraduate portion of the program requires students to complete the Mills College BA as psychology majors and the master’s degree year begins fall of the student’s 5th year at Mills.

Undergraduate Requirements
Minimum of 42 semester course credits and BA general requirements (p. 107)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 040</td>
<td>Life-Span Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 049</td>
<td>Fundamentals of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 118</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 132</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 142</td>
<td>Attachment and Loss</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 146</td>
<td>Statistics for the Behavioral Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 151</td>
<td>Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 155</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 161</td>
<td>Clinical Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 165</td>
<td>Infant</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 193</td>
<td>Infant Mental Health Thesis</td>
<td>4-4</td>
</tr>
</tbody>
</table>

And select at least one additional psychology course. 3

Senior Requirement
PSYC 192 History and Issues in Psychology 4

Majors must take at least six psychology courses at Mills, including PSYC 192 History and Issues in Psychology.

An infant-toddler practicum is required for the BA/MA in Infant Mental Health, preferably completed in the junior year. This practicum can be fulfilled by enrollment in EDUC 191A Theory and Practice of Early Childhood Education: Infancy/Young Children or EDUC 191B Theory and Practice of ECE: Curriculum and Instruction for Infants and Toddlers with Special Needs.

Graduate Requirements
Minimum of 26 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 231</td>
<td>Assessment and Intervention for Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 238</td>
<td>Social, Emotional, and Moral Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 255</td>
<td>Children with Special Needs: Infants and Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 275A</td>
<td>Field Experience in Early Childhood Special Ed and Infant Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 275B</td>
<td>Field Experience in Early Childhood Special Ed and Infant Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 293A</td>
<td>Infant Mental Health Master’s Thesis I</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 293B</td>
<td>Infant Mental Health Master’s Thesis II</td>
<td>4</td>
</tr>
</tbody>
</table>

In addition, students must take 3-4 semester course credits to complete the degree.

BA/MA in Interdisciplinary Computer Science

Minimum of 156 semester course credits—120 for undergraduate plus 36 for graduate

The requirements for an undergraduate major differ from computer science.

All other undergraduate degree requirements, including the GE/Core Curriculum requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 063</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CS 064</td>
<td>Computer Concepts and Intermediate Programming</td>
<td>4</td>
</tr>
<tr>
<td>MATH 004</td>
<td>Discrete Mathematics I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 006</td>
<td>Discrete Mathematics II</td>
<td>4</td>
</tr>
<tr>
<td>CS 111</td>
<td>Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>CS 124</td>
<td>Data Structures and Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CS 214</td>
<td>Programming Languages</td>
<td>4</td>
</tr>
<tr>
<td>CS 232</td>
<td>The Interdisciplinary Computer Science Research Process</td>
<td>4</td>
</tr>
<tr>
<td>CS 250</td>
<td>Thesis for Degree of Master of Arts in Interdisciplinary Computer Science</td>
<td>4</td>
</tr>
</tbody>
</table>

Four elective computer science courses, at least three of which must be taken at the 200 level, counted as graduate credits and selected from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 100</td>
<td>Data, Apps, and Analytics in the Cloud</td>
<td></td>
</tr>
<tr>
<td>CS 113</td>
<td>Theory of Algorithms</td>
<td></td>
</tr>
</tbody>
</table>

Four prerequisite computer science courses counted as undergraduate credits:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 063</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CS 064</td>
<td>Computer Concepts and Intermediate Programming</td>
<td>4</td>
</tr>
<tr>
<td>MATH 004</td>
<td>Discrete Mathematics I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 006</td>
<td>Discrete Mathematics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Five required computer science courses counted as graduate credits:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 111</td>
<td>Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>CS 124</td>
<td>Data Structures and Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CS 214</td>
<td>Programming Languages</td>
<td>4</td>
</tr>
<tr>
<td>CS 232</td>
<td>The Interdisciplinary Computer Science Research Process</td>
<td>4</td>
</tr>
<tr>
<td>CS 250</td>
<td>Thesis for Degree of Master of Arts in Interdisciplinary Computer Science</td>
<td>4</td>
</tr>
</tbody>
</table>

Four elective computer science courses, at least three of which must be taken at the 200 level, counted as graduate credits and selected from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 100</td>
<td>Data, Apps, and Analytics in the Cloud</td>
<td></td>
</tr>
<tr>
<td>CS 113</td>
<td>Theory of Algorithms</td>
<td></td>
</tr>
</tbody>
</table>

Majors must take at least six psychology courses at Mills, including PSYC 192 History and Issues in Psychology.
An interdisciplinary master’s thesis combining the undergraduate major with computer science.

Residence of at least three years.

BA/MAE Applied Economics Program

The Mills College Accelerated Degree Program allows majors in economics and other fields to earn both a BA and an MAE. The program is designed to be completed with one additional year of study after completion of the bachelor’s degree. Non-Mills students and recent Mills alumni may apply to this program as well. Find more information about the application and deadlines (https://www.mills.edu/admission-aid/graduate-admissions/how-to-apply-mills-graduate-programs) as well as the online application (https://admissions.mills.edu/apply).

Economics majors should declare their intention to enter the BA/MAE Program in their junior year to ensure that they have time to complete the following foundation courses. Students in any other major should consult an economics advisor in their junior year to discuss a course plan.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 081</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Microeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 164</td>
<td>Econometrics and Business Forecasting</td>
<td>4</td>
</tr>
<tr>
<td>MATH 047 &amp; 047L</td>
<td>Calculus I and Calculus I Workshop</td>
<td>5</td>
</tr>
<tr>
<td>MATH 048 &amp; 048L</td>
<td>Calculus II and Calculus II Workshop</td>
<td>5</td>
</tr>
<tr>
<td>MATH 049 or MATH 004</td>
<td>Multivariable Calculus or Discrete Mathematics I</td>
<td>4</td>
</tr>
<tr>
<td>CS 063</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CS 064</td>
<td>Computer Concepts and Intermediate Programming</td>
<td>4</td>
</tr>
</tbody>
</table>

BA/MBA Accelerated Degree Program

The Accelerated Degree BA/MBA Program enables Mills undergraduates to earn an MBA degree in just one year of study at Mills beyond the undergraduate degree. Mills’ combined bachelor’s and master’s program offers a timesaving, cost-effective way to increase your career options after graduation. The MBA requires eight courses (24 semester course credits) beyond the bachelor’s degree for students who have completed specified courses as part of their undergraduate studies.

Students who would like to complete the accelerated degree program with one year of study beyond the bachelor’s degree should discuss their plans with their major advisor no later than the beginning of their sophomore or (for business administration, business economics, and economics majors) junior year.

Students whose undergraduate course work leaves more than eight courses (24 semester course credits) remaining toward the MBA can enroll in the MBA Program as Bachelor’s-to-Master’s students and can fulfill the unmet foundation requirements either outside of Mills prior to starting the MBA portion of the program or by taking additional course(s) as part of the MBA Program.

Mills students applying to an accelerated degree program do not need to pay an application fee for their graduate application, and may use unofficial transcripts and transfer of credit reports printed from the portal in lieu of an official Mills transcript. Please contact the Office of Graduate Admissions with questions you have about the BA/MBA program.

Because MBA graduates are expected to have professional work experience, an internship is strongly recommended for students with limited business-related work experience. The Career Services Office provides guidance to students seeking internships.

Students can complete an MBA at Mills in one year following their bachelor’s degree. Fulfill up to nine MBA course requirements by completing the following courses with grades of C or better as part of their bachelor’s degree:

<table>
<thead>
<tr>
<th>MBA Required course</th>
<th>Undergraduate equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 209 Economics for Managers</td>
<td>ECON 100 Microeconomic Theory</td>
</tr>
<tr>
<td>MGMT 214 Financial Accounting</td>
<td>MGMT 073 Financial Accounting</td>
</tr>
<tr>
<td>MGMT 215 Managerial Accounting</td>
<td>MGMT 115 Managerial Accounting</td>
</tr>
<tr>
<td>MGMT 216 Corporate Finance</td>
<td>ECON 116 Corporate Finance</td>
</tr>
<tr>
<td>MGMT 230 Marketing Management</td>
<td>MGMT 130 Marketing Management</td>
</tr>
<tr>
<td>MGMT 234 Management &amp; Organizational Development</td>
<td>MGMT 101 People &amp; Organizations</td>
</tr>
<tr>
<td>MGMT 263 Quantitative Methods</td>
<td>ECON 081 Introductory Statistics and ECON 164 Econometrics &amp; Business Forecasting</td>
</tr>
<tr>
<td>MGMT 279 Applied Economic Analysis</td>
<td>ECON 101 Macroeconomic Theory and ECON 136 Managerial Economics</td>
</tr>
</tbody>
</table>

Students take the following courses as graduate students to complete the MBA:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 226</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 232</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 244</td>
<td>Leadership and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 290</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>Plus four electives (a minimum of 12 semester course credits)</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
Students who have completed some but not all of undergraduate courses listed above as part of their bachelor’s degree can enroll in the MBA Program as accelerated degree program students and can fulfill the remaining requirements in one of two ways:

- Take the course outside of Mills prior to starting the MBA portion of the program. To count toward the MBA, courses taken outside of Mills must cover comparable material and be at least 3 semester units, and must have been completed at an accredited, four-year college or university with a grade of B or better within five (5) years prior to enrollment in the MBA Program. (Financial and Managerial Accounting may be taken at an accredited junior/community college or continuing education program in which the courses have been certified for credit eligibility towards the CA Certified Public Accountancy exam). Courses must be approved by the Dean’s office prior to starting the MBA. After students have started the MBA program all courses must be taken at Mills.
- Add the course to the MBA Program requirements. Students would thus take more than 8 courses (more than 24 semester course credits) toward the MBA and would take the MBA equivalent version of the course as part of their MBA studies. This could extend the amount of time that it takes to complete the MBA.

Elective Curriculum

Accelerated degree program students take at least four courses (a minimum of 12 semester course credits) of electives (p. 231). The electives provide an opportunity for students to strengthen their general business knowledge or focus on a particular area by completing a concentration in: accounting (p. 229), education (p. 229), finance (p. 230), marketing (p. 230), nonprofit management (p. 230), social entrepreneurship (p. 230), social impact and innovation (p. 230), or socially responsible business (p. 231). See the complete list of elective courses (p. 231). Some courses outside of MGMT can also be taken as electives toward the MBA; students interested in this option should seek prior approval from the Dean’s office before enrolling.

Students who have taken concentration electives as part of their Bachelor’s degree can count those courses toward a concentration although they do not count toward the 12 course credits of elective courses required for the MBA.

BA/MM Accelerated Degree Program

The Master of Management degree requires a total of 30 semester course credits at Mills College. Students who have completed their undergraduate degree at Mills can fulfill up to five (5) MM courses (15 semester course credits) with courses from their undergraduate degree at Mills, thus reducing the number of courses for the MM to as few as five courses (15 semester course credits).

Mills students can fulfill up to five (5) MM courses (up to 15 credits) by completing some of the following courses with a grade of C or better as part of their bachelor’s degree:

<table>
<thead>
<tr>
<th>Graduate Course</th>
<th>Undergraduate Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 209</td>
<td>ECON 100 and ECON 101</td>
</tr>
<tr>
<td>MGMT 214</td>
<td>MGMT 073</td>
</tr>
<tr>
<td>MGMT 215</td>
<td>MGMT 115</td>
</tr>
<tr>
<td>MGMT 216</td>
<td>ECON 116</td>
</tr>
</tbody>
</table>
Students who have taken track courses or concentration electives as part of their Bachelor’s degree can count those courses toward meeting track or concentration requirements. These courses can count toward the credit requirements of the MM degree only if they are listed on the table above, up to a maximum of 5 courses (15 credits).

### BA/MPP Accelerated Master's Degree Program

Minimum of 26 semester course credits and general BA requirements (p. 107)

The Mills College BA/MPP Program allows majors in almost any field to earn both a BA and an MPP in a total of five years. All requirements for the BA degree are completed during the first four years, and during this time, students take a set of foundation courses that prepare them for the one-year accelerated Master of Public Policy (MPP) Program.

PEPL majors, public policy minors, and majors in other fields are eligible to apply for the BA/MPP Program. Mills undergraduate students interested in pursuing the BA/MPP should consult with the Public Policy Program Director two years prior to their bachelor’s degree graduation date in order to learn about application requirements and establish a course plan.

Students planning to pursue the one-year accelerated Master of Public Policy (MPP) should plan to take the following foundation courses during their undergraduate experience:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 050</td>
<td>Introduction to Economics</td>
<td>2-4</td>
</tr>
<tr>
<td>ECON 081</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 134</td>
<td>Public Sector Economics: The Economics of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Government 1</td>
<td>4</td>
</tr>
<tr>
<td>PPOL 015</td>
<td>Introduction to Policy: Identifying and Solving Public Problems</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 093</td>
<td>Law and Society</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 100/</td>
<td>Methods of Policy Analysis 2</td>
<td>4</td>
</tr>
<tr>
<td>SOC 091</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Select one from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 062</td>
<td>Ethics</td>
</tr>
<tr>
<td>PHIL 125</td>
<td>Philosophy of Law</td>
</tr>
<tr>
<td>PPOL 139</td>
<td>Ethical Reasoning in Politics and Public Policy</td>
</tr>
</tbody>
</table>

### Dimensions of Diversity in Public Policy 3

1. Prerequisite: ECON 050
2. PPOL 015 is recommended before taking PPOL 100
3. Select any course that satisfies the core curriculum race, gender, and power requirement (p. 113) or any course with an advisor’s approval that satisfies the dimensions of diversity requirement of the MPP program. For more information, see the description of the MPP Program (p. 237) in the graduate catalog.

### Joint MPP/MBA Accelerated Degree Program

The joint MPP/MBA Accelerated Degree Program enables Mills students to complete the 3-year MPP/MBA program with two years of graduate study by taking some courses as part of their undergraduate degree.

The joint MPP/MBA program is 23 courses (69 semester course credits). Students can count undergraduate courses as satisfying 8-11 of the courses required for the MPP/MBA, leaving 12-15 courses (36-45 semester course credits) to be taken as part of the graduate degree. The joint MPP/MBA degree requires at least 12 courses (36 semester course credits) be taken during the graduate part of the Accelerated Degree Program.

### Undergraduate part of the Joint MPP/MBA Accelerated Degree Program

Joint MPP/MBA course requirements that can be met as part of the undergraduate degree are:

<table>
<thead>
<tr>
<th>MPP/MBA Required Course</th>
<th>Undergraduate Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 209 Economics for Managers</td>
<td>ECON 100 Microeconomic Theory and ECON 101 Macroeconomic Theory</td>
</tr>
<tr>
<td>MGMT 214 Financial Accounting</td>
<td>MGMT 073 Financial Accounting</td>
</tr>
<tr>
<td>MGMT 215 Managerial Accounting</td>
<td>MGMT 215 Managerial Accounting</td>
</tr>
<tr>
<td>MGMT 216 Corporate Finance</td>
<td>ECON 116 Corporate Finance</td>
</tr>
<tr>
<td>MGMT 230 Marketing Management</td>
<td>MGMT 130 Marketing Management</td>
</tr>
<tr>
<td>MGMT 263 Quantitative Methods</td>
<td>ECON 081 Introduction to Statistics and ECON 164 Econometrics and Business Forecasting</td>
</tr>
<tr>
<td>MGMT 279 Applied Economic Analysis</td>
<td>ECON 101 Macroeconomic Theory and ECON 136 Managerial Economics</td>
</tr>
<tr>
<td>PPOL 200 Methods of Policy Analysis</td>
<td>PPOL 100/SOC 091 Methods of Social Research and Policy Analysis</td>
</tr>
<tr>
<td>PPOL 210 Policy and Economic Analysis</td>
<td>PPOL 015 Introduction to Policy: Identifying and Solving Public Problems</td>
</tr>
<tr>
<td>PPOL 241 Law and Public Policy Ethics requirement</td>
<td>PPOL 093 Law and Society or PHIL 062 Ethics or PHIL 125 Philosophy of Law</td>
</tr>
</tbody>
</table>

### Graduate part of the Joint MPP/MBA Accelerated Degree Program

Students who have completed eight MPP/MBA courses as part of their undergraduate degree would earn the MPP/MBA in four semesters of full-time graduate study (15 courses; 45 credits). Students who have completed all eleven courses at the undergraduate level would need twelve additional courses (39 credits) of graduate study, which can be completed in two semesters of full-time study and two semesters of part-time study.

Students who have completed fewer than eight of the MPP/MBA requirements as part of their undergraduate degree could pursue the MPP/MBA by taking more courses as part of the graduate program, which may extend the length of their graduate study.

### Graduate Courses
All MPP/MBA students complete the following courses as graduate students:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 226</td>
<td>Management Information Systems</td>
<td>3-3</td>
</tr>
<tr>
<td>MGMT 232</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 220</td>
<td>Organizational Efficacy</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 221</td>
<td>Political Efficacy</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 227</td>
<td>Local and Community Policy Making, Planning, and Management</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 230</td>
<td>Integrative Core I: Application/Integration of Policy Analysis Frameworks</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 231</td>
<td>Integrative Core II: Application/Integration of Policy Analysis Frameworks</td>
<td>3</td>
</tr>
<tr>
<td>MGMT/PPOL 292</td>
<td>Business, Policy, and Society</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Electives 12
Mills offers several summer programs for incoming students. These include the Summer Academic Workshop for first generation college students entering as first year students and the Hellman Summer Science and Mathematics Program for entering first year STEM students. Contact admissions (admission@mills.edu) for more information.

- Global Gap Year (p. 105)
- Hellman Summer Science and Math Program (p. 105)
- Oakland Unified Leadership Academy (p. 105)
- Summer Academic Workshop (p. 105)

**Global Gap Year**

Mills College has partnered with Verto Education to offer Global Studies courses for students in their Global Gap Year experience. Global education is central to the liberal arts experience and Mills is pleased to offer courses on public health, environmental sustainability, identity, and community. Mills College also offers global study through faculty-led alternative spring break courses to destinations such as Ecuador and Honduras and through traditional semester-away programs (https://www.mills.edu/academics/undergraduate-programs/study-abroad-exchange-programs.php) offered by institutional partners.

**Hellman Summer Science and Math Program**

Hellman Summer Science and Math Program
510.430.2035
hsms@mills.edu

The aim of the Hellman Summer Science and Math (HSSM) Fellows Program is to share the excitement of learning about science, while at the same time giving students tools to succeed in those same subjects. It is a two and a half-week residential program for students who have an interest in science and math. HSSM provides selected students with a rigorous academic transition to college, in which they prepare for science lectures and laboratories, while at the same time learn how to manage their study time. During the program, Hellman students participate in approximately 40 hours of class time across two course modules (Environmental chemistry and Forensic (CSI) biology). This is complemented by 25 hours of structured study time, interspersed with leadership development and team-building activities, introductions to key areas and resources on campus, weekly educational and social outings, and introductions to library and computing services available at Mills. Hellman students consistently cite their participation in this program as one of the most meaningful, useful, and memorable aspects of their college experience.

**Program Goals:**

- Students will develop laboratory, critical thinking and writing skills in Biology.
- Students will develop laboratory, critical thinking and writing skills in Chemistry.
- Students will develop leadership skills.
- Students will develop study skills.

**Faculty & Staff**

**Sandra M. Banks**  
Adjunct Professor  
NSB 118, 510.430.3133, smbanks@mills.edu  
Professional Interests: Chemical education, organic chemistry-spectroscopy and organic chemistry reaction mechanisms

**Elisabeth Wade**  
Associate Provost for Curricular Development  
Professor of Chemistry  
NSB 117, 510.430.3132, ewade@mills.edu  
Professional Interests: Chemical kinetics, atmospheric pollutants, atmospheric and combustion chemistry

**Helen Walter**  
Visiting Assistant Professor  
Center for Academic Excellence and Peer Tutoring, Director  
Hellman Summer Science and Math, Director  
NSB 131, 510.430.2035, hwalter@mills.edu  
Professional Interests: Identifying meningococcal factor H binding protein mutants with no human factor H binding

**Oakland Unified Leadership Academy**

The Oakland Unified Leadership Academy is a summer bridge program designed for Oakland Unified School District (OUSD) high school students entering Mills College in the fall. In cooperation with the OUSD Office of Equity, it promotes academic success and a sense of community for scholar-activists from local Oakland high schools. Students in the Leadership Academy will take mini-courses with faculty, gain student success skills at seminars on time management and learning styles, and will build their leadership capacity through workshops on identity, community, and activism.

The Oakland Unified Leadership Academy will enhance the student’s sense of social belonging, build skills necessary for college success, and develop a new generation of Oakland leaders.

**Summer Academic Workshop**

Summer Academic Workshop  
510.430.3165  
saw@mills.edu

This four-week residential program, tailored for first-generation college students and students of color, provides selected students with a rigorous academic transition to college and a lasting support community. Over the four weeks, SAW students participate in approximately 88 hours of class time across four course modules (English, social justice, sociological inquiry, and mathematics), and three workshops (sociology, study skills, and writing). This is complemented by 48 hours of structured study time, interspersed with leadership development and team-building activities, introductions to key areas and resources on campus, weekly educational and...
social outings, athletic programs, and introductions to library and computing services available at Mills. SAW students consistently cite their participation in this program as one of the most meaningful, useful, and memorable aspects of their entire college experience.

Program Requirements

The four-week course focuses on the intersection of race, ethnicity, class, gender, and sexual orientation. Students are introduced to college-level work through 68 hours of rigorous classroom instruction. The course has four integrated modules of English, social justice, sociological inquiry, and mathematics. The first three modules emphasize the unifying theme of the intersectionality of social characteristics, and the latter module utilizes examples of this theme, where appropriate, as a basis for enhancing logical reasoning and mathematics skills.

Selected first-generation college students who will benefit from a very rigorous college-level academic program are invited to participate (placement is determined by the College). SAW is designed to ensure students’ scholastic and personal success at Mills through ongoing academic year support and peer mentoring.

Faculty & Staff

Sandra M. Banks
Lecturer, Chemistry
NSB 118, 510.430.3133, smbanks@mills.edu
Professional Interests: Chemical education, organic chemistry-spectroscopy and organic chemistry reaction mechanisms

Lauren Comfort
Lecturer, Chemistry
NSB 118, 510.430.3313, lcomfort@mills.edu
Professional Interests: Atmospheric chemistry, science education, science and patent law

Ajuan Mance
Professor of English
May Treat Morrison Professorship
Mills Hall Room 311, 510.430.3378, amance@mills.edu
Professional Interests: African American literature, 19th-century American literature, U.S. popular culture, the oral tradition in U.S. literature, Black feminist thought, African American art

Kara Wittman
Visiting Assistant Professor of English
Director of Rhetoric and Composition
Mills Hall Room 336, 510.430.3136, kwittman@mills.edu
Professional Interests: Nineteenth century British literature, British romanticism, the novel, 19th-century science and culture, the history of science, composition and pedagogy
Academic Requirements

- Bachelor of Arts (BA) Degree Requirements (p. 107)
- Bachelor of Science (BS) Degree Requirements (p. 107)
- Nursing Certificate (p. 109)
- The Core Curriculum (p. 109)
  - Core Curriculum Courses (p. 113)
  - General Education (p. 121)
    - General Education Courses (p. 122)
  - Special Courses (p. 129)
  - Academic Opportunities (p. 130)

Bachelor of Arts (BA) 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 the student is admitted to Mills. To be eligible for graduation with a BA degree, students must complete all the requirements listed below:

1. Total Semester Course Credits (120 semester credits)
   Each student must complete a minimum of 120 semester course credits including transfer credits and/or Advanced Placement (AP) credits.

2. Core Curriculum (CC) Requirement (10 requirements; 30 semester credits)
   The 10-course (30-credit) CC requirement can be fulfilled through numerous courses throughout the curriculum which reflect our general education outcomes; students can also gain CC credit through AP credit or prior college-level course work. Courses required for the major may also count toward the CC requirement. A single course may count for up to two requirements. COLL 005 (0 credit) is required of all entering undergraduates, and must be taken during the student’s first semester at Mills. ENG 001 is required of all entering undergraduates unless they have equivalent transfer credit (AP credit does not fulfill ENG 001 nor Written Communication II). ENG 001 must be taken during the first year of the student’s attendance.

   NOTE: The core curriculum requirements listed here are applicable to all students entering during academic year 2016-2017 or later. Students who entered during an earlier academic year should view the General Education Requirements in their entering year catalog in the catalog archives. Students who wish to switch to the core curriculum 2016-17 major and minor requirements should submit the Core Curriculum Request (https://inside.mills.edu/student_services/registrar_and_records/Core-Curriculum-Review-Request.docx) form to the M Center.
   (See The Core Curriculum (p. 109).)

3. Major (31-57 semester credits)
   Majors confined to a single discipline will require 31 to 57 semester course credits; a divisional or interdivisional major requires 13 to 16 semester course credits within the combined fields of concentration. Students may major in no more than two fields, each field requiring at least 30 unduplicated semester course credits.

   Refer to the Departments and Programs section of the catalog for specific major requirements. (See Declaring a Major (p. 146).)

4. Minor (Optional) (15 to 20 semester credits)
   A minor consists of 15 to 20 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 Departments and Programs section of the catalog for specific minor requirements. (See Declaring a Minor (p. 146).)

5. Electives Outside the Major Field (60 semester credits)
   Students must complete 60 semester course credits in subject areas outside their first major field (e.g., students majoring in English may not count any English courses as electives) and may include transfer or AP credits, but may not include physical education activity courses. Elective credits may also include courses taken to fulfill the CC requirements or, if applicable, courses taken to fulfill a minor and/or a second major.

6. Upper-Division Credits (30 semester credits)
   Each student must complete a minimum of 30 100-level semester course credits.

7. Letter Grades in the Major and Minor
   All courses in the major and minor sequences must be completed with letter grades. "Pass/No Pass" ("P/NP") grades are not permitted in the major or minor unless specifically required (e.g., internships).

8. Residency Requirement (40 semester credits)
   Students must be in attendance at Mills during the last two semesters immediately prior to graduation and must complete a minimum of 40 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 lower than 2.0.

10. Credit Restrictions
    **Physical Education (PE) Courses**
    A maximum of 4 semester course credits 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 1-semester 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 10 semester course credits of dance technique toward the degree.
    **Music Performance Courses**
    Students who do not major in music may apply no more than 10 semester course credits in individual instrument instruction, in individual voice instruction, or performance and composition toward the degree.

Bachelor of Science (BS) 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 a student is admitted to Mills. To be eligible for graduation with
a BS degree, students must complete all of the requirements listed below:

1. **Total Semester Course Credits (120 semester credits)**
   Each student must complete a minimum of 120 semester course credits including transfer credits and/or Advanced Placement (AP) credits.

2. **Core Curriculum (CC) Requirement (10 courses; 31 semester credits)**
   The 10-course (31 semester credit) CC requirement can be fulfilled through numerous courses throughout the curriculum which reflect our general education outcomes; students can also gain CC credit through AP credit or prior college-level course work. Courses required for the major or natural science and mathematics core, or courses taken to fulfill the liberal arts requirement, may also count toward the CC requirement. A single course may count for up to two requirements. COLL 005 (6 credit) is required of all entering undergraduates and must be taken during the student's first semester at Mills. ENG 001 is required of all entering undergraduates unless they have equivalent transfer credit (AP credit does not fulfill ENG 001). ENG 001 must be taken the first year of the student's attendance.

   NOTE: The core curriculum requirements listed here are applicable to all students entering during academic year 2016-2017 or later. Students who entered during an earlier academic year should view the General Education Requirements in their entering year catalog in the catalog archives (https://inside.mills.edu/academics/undergraduate/catalog/catalog_archives/catalog_archives.php). Students who wish to switch to the core curriculum 2016-17 major and minor requirements should submit the Core Curriculum Review Request (https://inside.mills.edu/student_services/registrar_and_records/Core-Curriculum-Review-Request.docx) form to the M Center. (See The Core Curriculum (p. 109) and General Education Requirements for the Bachelor's Degree (p. 121))

3. **Natural Science and Mathematics Core (33 semester credits)**
   To be eligible for graduation with a BS degree, students must complete a natural science and mathematics core which includes:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 001</td>
<td>General Biology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 017 &amp; CHEM 018</td>
<td>General Chemistry I and General Chemistry II</td>
<td>8</td>
</tr>
<tr>
<td>CS 063</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>MATH 047 &amp; MATH 048</td>
<td>Calculus I and Calculus II</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 061 &amp; PHYS 062</td>
<td>General Physics I and General Physics II</td>
<td>8</td>
</tr>
<tr>
<td>Select one of the following (majors may recommend or require specific courses):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS 064</td>
<td>Computer Concepts and Intermediate Programming</td>
<td></td>
</tr>
<tr>
<td>ECON 081</td>
<td>Introduction to Statistics</td>
<td></td>
</tr>
<tr>
<td>MATH 004</td>
<td>Discrete Mathematics I</td>
<td></td>
</tr>
<tr>
<td>MATH 049</td>
<td>Multivariable Calculus</td>
<td></td>
</tr>
<tr>
<td>MATH 050</td>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 102</td>
<td>Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td>MATH 104</td>
<td>Differential Equations</td>
<td></td>
</tr>
</tbody>
</table>

4. **Major**
   Students may major in no more than two fields. With 30 unduplicated semester course credits required in each field. BS degrees are offered in biology, chemistry, biochemistry and molecular biology, biopsychology, environmental science, mathematics, and public health and health equity. 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. (See Declaring a Major (p. 146).)

5. **Independent Experience (3 semester credits)**
   Students must complete 3 semester credits 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 (31 semester credits)**
   Students must complete 31 course credits outside of natural science and mathematics (biology, chemistry, computer science, environmental science, mathematics, or physics), not including physical education activity courses. This will include all appropriate CC courses (including ENG 001 ENG 001: Rhetoric and Composition for the College Writer). For majors that require courses outside of natural science and mathematics, such as environmental science and biopsychology, students may count up to two courses in the major toward the liberal arts requirement.

7. **Minor (Optional)**
   Students are encouraged to consider a minor in a humanities, social science, or fine arts field. A minor consists of 15 to 20 semester course credits, and is not required for the BS degree. Students 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 courses counted in the liberal arts and natural science and mathematics core may also count toward a minor. Refer to the Departments and Programs section of the catalog for specific minor requirements. (See Declaring a Minor (p. 146).)

8. **Letter Grades in the Major, Minor, and Core**
   All courses completed in the major and minor sequences and in the natural science and mathematics core must be completed with letter grades. "Pass/No Pass" ("P/NP") grades are not permitted in these areas.

9. **Upper-Division Credits (30 semester credits)**
   Each student must complete a minimum of 30 100-level semester course credits.

10. **Residency Requirement (40 semester credits)**
    Students must be in attendance at Mills during the last two semesters immediately prior to graduation and must complete a minimum of 40 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.

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

12. **Credit Restrictions**
    **Physical Education (PE) Courses**
A maximum of 4 semester course credits 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 1-credit activity or competitive sport participation classes in any one semester. (Activity courses are numbered PE 001-PE 099; competitive sports courses begin at PE 100.)

**Dance Technique Courses**
Students who do not major in dance may apply no more than 10 semester course credits of dance technique toward the degree.

**Music Performance Courses**
Students who do not major in music may apply no more than 10 semester course credits individual instrument instruction, individual voice instruction, or performance and composition toward the degree.

## Nursing Certificate
### Requirements
A student’s nursing certificate 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 and should refer to the departmental listing for specific course requirements (p. 96):

1. **Core Curriculum (CC) Requirement (4 courses; 14 semester credits)**
   - The four-course (14-semester credit) Core Curriculum requirement for pre-nursing students is fulfilled by: Race, Gender and Power; Creativity, Innovation and Experimentation; Written and Oral Communication I and II.

   Students can also earn Core Curriculum credit through AP credit or prior college-level course work. ENG 001 (0 credit) is required of all entering undergraduates. ENG 001 is required of all entering undergraduates unless they have equivalent transfer credit (AP credit does not fulfill ENG 001). COLL 005 must be completed during the student’s first semester of attendance, and ENG 001 must be taken during the student’s first year of attendance.

2. **Science Core (6 courses; 24 semester credits)**
   - Nursing students must complete six four-semester credit science core courses as part of the major. At least three of these courses must be completed at Mills.

3. **Remaining Major Requirements (24 semester credits)**
   - Students must also complete the eight additional courses specified by the department as part of the major.

4. **Minimum GPA of 2.5**
   - The Mills cumulative GPA must be at least 2.85 to advance to the second year of the program. However, students must maintain a prerequisite course work GPA of 3.0, which includes all prerequisite course work taken prior to entering Mills and while a student at Mills, to transfer to a partner Nursing School for their final two years of study.

5. **Credit Restrictions**
   - **Physical Education (PE) Courses**
     - A maximum of 2 semester course credits in physical education activities, including competitive sports, may be taken by students while enrolled in the Nursing Program. Students wishing to enroll in additional PE courses must register for these courses as “Audit” (“AU”).

## The Core Curriculum
Our core curriculum supports our vision of a 21st-century liberal arts education, which prepares our students to pursue varied career paths throughout their lifetimes. It also cultivates the transformative and innovative modes of thinking necessary to solve problems beyond students’ personal and material needs. The principal goal of our core curriculum is to create engaged global citizens—Mills graduates with the confidence and tools to think for themselves as well as the grace and compassion that compel them to care deeply about the needs of others. Technology continues to allow increasing numbers of people around the world to connect with one another. Our curriculum prepares our students to participate in this rapidly emerging and evolving world community and to develop their sense of responsibility for the needs of the planet and its inhabitants.

The core curriculum capitalizes on our unique setting in Oakland. The San Francisco Bay Area is home to thriving communities of radical artists, writers, musicians, and dancers, as well as creative engineers who continue to drive the information technology revolution, environmental scientists who are spearheading the “green” movement, and activists who inspire political and social change. This rich cultural and social landscape has played a crucial role in the evolution of Mills’ unique institutional identity, including its rich tradition of creativity, innovation, and experimentation.

Social justice is a strong presence throughout our core curriculum. As a women’s college, Mills has a long history of promoting access and empowerment for those who have historically been excluded from educational opportunities. The curriculum emphasizes the value of embracing a broad diversity of perspectives, critically analyzing power relations in both global and local contexts, and understanding knowledge as intimately connected to successful social change. Students learn to evaluate local and national contexts as well as global contexts and gain the capacity to make connections and see distinctions between different locations around the world. They experience the reciprocal relationship between knowledge and action and through these experiences come to see the ways in which a critical analysis of power is connected to transformative engagement with their communities and the larger world. Regardless of the specific area of inquiry or profession a student chooses to pursue, the proposed core curriculum challenges students to engage and practice social justice in whatever they do.

The core curriculum will develop in students an ability to create innovative solutions to seemingly intractable social inequalities and planetary concerns. The skills students gain lay the foundation for the practice of engaged global citizenship. Through the study of languages other than English and international perspectives, students acquire essential experience with communicating across differences. Through critical, quantitative and scientific analysis students learn how to thoughtfully analyze problems from multiple, interdisciplinary perspectives.

The core curriculum explicitly identifies our students as knowledge producers and potential agents of innovation and transformation. By combining skills-building, critical thinking, and opportunities to generate new ideas, approaches, and models, our students build confidence in their capacity to make bold and imaginative contributions to their professional fields and beyond. At the same time, they learn
to talk with each other and with their faculty about their intellectual and artistic visions, and to nurture and support each other’s ideas. In this way, the core curriculum fosters not only individual creativity and innovation, but also the intellectual community necessary to sustain and support the creative process.

Core Curriculum Requirements for the Bachelor’s Degree

Each of the requirements listed below can be fulfilled in a number of ways, including Mills courses, independent studies and other learning activities, transfer credit, and/or relevant advanced placement (AP) courses. The advisor will help the student set up a core curriculum plan tailored to the student’s specific academic needs and interests. Students will have opportunities to practice and fully develop the skills and competencies introduced in the core curriculum throughout their academic experience at Mills.

The core requirements fall into three categories: foundational skills, modes of inquiry, and contributions to knowledge and society. Each requirement is described below along with learning objectives for each requirement. A list of courses or learning activities meeting these requirements is available online under Core Curriculum Courses. A given course or learning activity may meet no more than two core requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundational Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critical Analysis</td>
<td>3</td>
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<tr>
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<td>Information Literacy</td>
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<td>Written and Oral Communication</td>
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<td>Quantitative Literacy</td>
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<td>Ways of Knowing/Modes of Inquiry</td>
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<td>Race, Gender, and Power</td>
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</tr>
<tr>
<td></td>
<td>Scientific Inquiry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Language Other Than English</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>International Perspectives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Contributions to Knowledge and Community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Engagement</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Creativity, Innovation, and Experimentation</td>
<td>3</td>
</tr>
</tbody>
</table>

Foundational Skills: Critical Analysis (3 credits)

Mills graduates enter a world in which an unprecedented amount of information is available at the swipe of a smart screen. In order to thrive and to make an impact in this information society, students need to develop the ability to analyze, synthesize, and evaluate varied information sources skillfully and critically. At Mills, students learn to approach knowledge generated in scholarly, governmental, media, and community contexts with a critical lens. They gain the ability to ask vital questions, to interrogate their own assumptions and those of others, and to use logical reasoning and evaluative skills to detect and counter bias and unexamined societal assumptions.

Learning Objectives

- Students will critically analyze information and ideas.
- Students will examine issues from multiple perspectives.

Written and Oral Communication I and II (7 credits)

The ability to communicate effectively in speaking, writing, and digital presentation is integral to every aspect of a liberal arts education, and an essential competency that prepares our students to become engaged global citizens. College-level communication and literacy
are rigorously and thoroughly supported at every stage of a Mills student’s academic career, from the introductory first-year composition course to a capstone project or advanced courses in the student’s chosen field. Students are trained to move easily and fluently between different rhetorical expectations and formal registers. They are also encouraged to develop and refine their own voice and sense of style.

In their first year at Mills, all students take a course that introduces college-level written and oral communication skills. All undergraduate students who have not completed an acceptable college-level English composition course are required to take Rhetoric and Composition for the College Writer (ENG 001 for 4 credits). ENG 001 must be completed by the end of the first year at Mills. AP credit does not fulfill ENG 001.

Students build on these skills in a second requirement that provides them with the opportunity to develop and practice effective written, oral, and digital communication. This learning forms the foundation for continued development of specific rhetorical practices within the student’s chosen discipline(s).

**Learning Objectives**

- Students will develop skills in writing, digital presentation, and oral communication as complementary parts of college-level communication and literacy.
- Students will be able to move easily and fluently between different rhetorical expectations and formal registers.
- Students will develop and refine their own voice and sense of style.
- Students will practice and refine different forms of communication that are appropriate for the multiple contexts and disciplines that they engage with.
- Students will understand thoroughly the relationship between form and content.
- Students will understand the role of drafting, revising, presenting, and receiving, processing, and using feedback as important parts of the writing process.

**Quantitative Literacy (3 credits)**

Discourse in the contemporary world is awash with data, numbers, and computational innovations. The quantitatively literate citizen can approach complex problems with careful reasoning, does not shy away from quantitative arguments, and can confidently and intelligently assess claims involving data and numbers. To thrive and contribute, Mills graduates need a set of basic quantitative tools and quantitative interpretational/communicative skills, and an appreciation for the value of quantitative analysis alongside other forms of critical thinking about the issues in their lives. Students can meet this requirement with a wide variety of courses in math, computer science, social science, philosophy, natural science, and more.

**Learning Objectives**

- Interpretation: Students will have the ability to explain information presented in mathematical and computational forms.
- Representation: Students will be able to convert information into mathematical and computational forms analytically and/or using computational tools.
- Analysis: Students will be able to draw appropriate conclusions from the analytical or computational analysis of data and understand the limits of such analysis and the assumptions on which it is based.
- Communication: Students will be able to communicate quantitative ideas in the languages of mathematics, computer science, or quantitative social sciences and will be able to utilize quantitative information in support of an argument.

**Ways of Knowing/Modes of Inquiry: Race, Gender, and Power (3 credits)**

The race, gender, and power (RGP) requirement enables students to develop an understanding of race and gender as socially constructed, intersecting, and contested categories related to power and privilege. Students gain the analytical tools they need to understand, communicate about, and act within social contexts shaped by inequality. The requirement empowers students to locate themselves in relation to structures of power and privilege, and to identify appropriate and effective responses to inequality. Scholarship on social inequality increasingly draws attention to the intersections between systems of dominance, and the need to analyze racial and gender identities as simultaneous, co-constitutive, and interactive. The RGP requirement enables students to analyze the ways in which race and gender intersect with each other and with other identity categories including sexuality, class, ethnicity, religion, disability, age, citizenship, and nationality.

**Learning Objectives**

- Students will demonstrate the ability to analyze race and gender as socially constructed, dynamic identity categories related to systems of power and privilege.
- Students will analyze the ways in which race and gender intersect with other identity categories including sexuality, class, ethnicity, religion, disability, age, citizenship and nationality.
- Students will demonstrate familiarity with the ways that marginalized communities have resisted structures of power through social movements, civic engagement, artistic expression, and scholarship.
- Students will be able to engage with the intellectual and theoretical contributions of marginalized communities, and contrast them with dominant perspectives.
- Students will communicate effectively across differences with an understanding of their own social location.

**Scientific Inquiry (SI) of Natural Systems (3 credits)**

Natural science involves the exploration of the world around us through the integration of previous knowledge, scientific principles, observation, experimentation, and logical reasoning. In addition to being introduced to a set of known facts about natural systems, students will gain a critical understanding of central concepts and theories used to study biological, chemical, and/or physical processes. Students will assess scientific claims based on existing data and/or their own observations or experimentation. Courses will explore a range of topics, all of which are united by the central tenet of scientific inquiry. Most courses will therefore ask students to devise
Learning Objectives

- Students will demonstrate basic knowledge of at least one area of the natural sciences and the major principles that underlie it.
- Students will be able to think critically by evaluating quantitative evidence or otherwise examine and interpret existing data or patterns from natural systems.
- Students will apply scientific modes of inquiry in multiple contexts, such as the ways that humans influence or study natural systems.
- Students will be able to distinguish between science and non-science.
- Students will develop skills to work as part of a team to solve problems, develop hypotheses or otherwise inquire about the natural world in a collaborative manner.
- Students will describe explorations and discoveries of natural historians and scientists from texts, literature and experiences.
- Students will gain an understanding of the importance of women in the sciences.

Language Other Than English (LOTE) (3 credits)

Mills graduates need to be able to thrive in an increasingly interconnected world. As global citizens, Mills students develop the ability to understand and to communicate with a diversity of individuals and societies. Language study cultivates empathy and greater respect for others and disrupts students’ established ways of thinking and relating to the world. Because the structure of language and the structure of thought are tied, the study of a new language challenges students sense of what is “normal” and the universality of their experience. Once students have completed one semester of language study, they will have the opportunity to continue their studies during their time at Mills, developing more advanced language skills for use in future scholarly work, personal interactions, and careers.

Learning Objectives

- Students will demonstrate basic competencies in three modes of communication in a language other than English: interpersonal skills (negotiation of meanings), interpretive skills (appropriate oral, written, and cultural interpretations), and presentation skills (creation of oral and written messages for different purposes).
- Students will develop the ability to articulate thought in a language other than English and reflect on differences between that language and English.
- Students will engage in an exploration of their own culture and worldview and contrast it with those of another culture or worldview.

International Perspectives (3 credits)

At Mills, we are committed to pushing our students’ horizons by expanding their knowledge of the world beyond the United States and exposing them to multiple scholarly and creative perspectives on cultures outside, and increasingly present within, the United States. The international perspectives requirement enables students to experience new modes of thinking about the world beyond Europe and North America. To meet this requirement, students complete at least one approved experience abroad or course focused on a country, region, or culture beyond the United States that includes cultural and historical perspectives from the place or culture being studied.

Learning Objectives

- Students will reflect on their value systems and way of understanding the world and understand that these are not universal.
- Students will analyze the history, arts, politics, language, and economy of a non-Western national context using scholarly or creative perspectives from the culture being studied and demonstrate the ability to contrast these with dominant US perspectives.
- Students will demonstrate knowledge of at least one ethnic or national group and its experiences outside of the United States.
- Students will demonstrate knowledge of intellectual and/or creative contributions from at least one culture, country, or region outside of the United States.

Contributions to Knowledge and Community: Community Engagement (2 credits)

Regardless of their academic focus, Mills graduates will live and work in a world that is increasingly diverse, global, and interconnected. The “book learning” of the engaged global citizen must be coupled with hands-on experience and concrete engagement with challenges that require socially just solutions in every sector.

The community engagement requirement offers the opportunity to integrate “thinking” with “doing” by connecting theoretical and critical analysis with praxis in the community. Through experiential learning within the richness of Bay Area communities, paired with critical reflection within the classroom, students’ build their capacities to engage with the principles of social justice and collaborative leadership. This empowers students to collaborate with community partners to foreground marginalized cultural perspectives and address overlooked societal needs. It also enables students to develop their own roles as innovators and change agents in relation to complex and dynamic community contexts.

Learning Objectives

- Students will apply concepts explored in the classroom in a practical context.
- Students will demonstrate the ability to apply leadership competencies and skills through engagement with
community organizations on projects that are meaningful to both the organizations and the students.
• Students will develop the ability to engage in thoughtful, self-reflective, and ethical collaboration in a community setting.

Creativity, Innovation, and Experimentation (3 credits)
The creativity, innovation, and experimentation component of Mills’ academic core curriculum encourages students to explore how new ideas are created and introduces them to the skills and ways of thinking necessary to solve problems in today’s rapidly changing world. Innovation can occur in a variety of disciplinary and multidisciplinary contexts, and can incorporate different facets (aesthetic, social, intellectual, practical) of human experience. Experimentalism in the arts encourages individual approaches to creativity that yield radical new forms, practices, and innovative thinking in and across artistic disciplines. Formally innovative creative writing reveals new worlds and extends the limits of our students’ imaginations. Studying literature can uncover the virtually unlimited interpretative possibilities one may encounter in a single text. Designing and implementing a ground-breaking research project in the natural or the social sciences, writing a business plan for some new enterprise or advanced computer code for a robot, or arguing for a new model or way of understanding human social networks are forms of creativity that can lead to fundamental changes in our lives.

This component of our academic core curriculum encourages students to seek alternatives rather than only to problematize received values and traditions. It contributes to a 21st-century liberal arts curriculum, which not only helps prepare students to pursue various career paths during their lifetimes, but also cultivates the transformative and revolutionary modes of thinking necessary to become trailblazers and innovators in their lives beyond Mills.

Learning Objectives
• Students will extend their creative strengths and skills.
• Students will design or produce work that demonstrates independent thinking, originality, and inventiveness.
• Students will produce innovative solutions to real-world problems.

Core Curriculum Courses

Foundational Skills

Critical Analysis

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<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<td>ARTH 018</td>
<td>Introduction to Western Art I</td>
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<tr>
<td>ARTH 081</td>
<td>Introduction to Asian Art: India, Nepal, and Tibet</td>
<td>3</td>
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<td>ARTH 082</td>
<td>Introduction to Asian Art: China</td>
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<td>ARTH 121</td>
<td>The Italian Renaissance</td>
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<td>ARTH 122</td>
<td>Art in Venice between East and West</td>
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<td>ARTH 123</td>
<td>Northern European Art</td>
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<td>ARTH 124</td>
<td>Baroque Art in Europe</td>
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<tr>
<td>ARTH 181</td>
<td>The Art of Mughal India</td>
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<tr>
<td>ARTH 186</td>
<td>Japanese Painting and Prints</td>
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<td>ARTH 188</td>
<td>Early Japanese Art</td>
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<td>ARTH 190</td>
<td>Gender and Sexuality in Contemporary Art</td>
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<td>ARTH 191</td>
<td>Seminar: Contemporary Art of Asia</td>
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<td>Seminar: Gender and the Western Visual Tradition</td>
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<td>Seminar: The Image and the Law</td>
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<td>ARTH 199</td>
<td>Critical and Theoretical Approaches to the History of Art</td>
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<td>Three-Dimensional Concepts</td>
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<td>Contemporary Art: Ideas and Practice</td>
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<td>ARTS 029</td>
<td>Sculpture I</td>
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<td>ARTS 043</td>
<td>Darkroom Photography: Making • Engaging</td>
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<td>ARTS 044</td>
<td>Digital Photography: Material • Process</td>
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<td>ARTS 073</td>
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<td>ARTS 091</td>
<td>Ceramics</td>
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<td>ARTS 110</td>
<td>Photography: Seeing • Knowing</td>
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<td>ARTS 111</td>
<td>Contemporary Art: Ideas and Practice</td>
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<td>ARTS 113</td>
<td>Photography: Pictures, Things • Meanings</td>
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<td>Digital Photography: Material • Process</td>
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<td>ARTS 147</td>
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<td>ARTS 151</td>
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<td>ARTS 173</td>
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<td>ARTS 180AS</td>
<td>Artists.Editions.and Multiple</td>
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<td>ARTS 189</td>
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<td>ARTS 191</td>
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<td>BIO 033</td>
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<td>BIO 056</td>
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<td>BIO 100</td>
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<td>BIO 144</td>
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<td>BIO 149</td>
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<td>BIO 180A</td>
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<td>CHNS 100</td>
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<td>COLL 080</td>
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<td>DNC 110</td>
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<td>DNC 198</td>
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<td>ECON 050</td>
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EDUC 036  Introduction to Development and Learning in Young Children  3
EDUC 136  Introduction to Development and Learning in Young Children  3
EDUC 137  Language Development: Literacy, bilingualism, and communication  3
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ENG 043  Survey of African American Literature  3
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ENG 064  Survey of American Literature II  3
ENG 065  From the Middle Ages to Milton: Introduction to British Literature I  3
ENG 066  Blood and Ink: Introduction to British Literature II  3
ENG 074  The Bible as Literature  3
ENG 080D  ST: Fatal Women  3
ENG 107  Artful Prose: Grammar and Style for Writers  3
ENG 123  Topics in Twentieth Century American Poetry  3
ENG 132  18th-Century English Novel  3
ENG 171  Social Action and the Academic Essay  3
ENG 174  The Bible as Literature  3
ENG 180A  ST: Queer Archival Desires  3
ENG 180AJ  Jane Austen, The Critical Legacy  3-3
ENG 180DS  Race, Class, Wizardry: Harry Potter  3
ENG 180K  Queer and Trans' Literatures: Kinship  3
ENG 180L  Poetry and Social Crisis in the 21st century in Mexico and the Americas  3
ENG 180M  Reconfiguring Narrative  3
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ETHS 040  Activism in the Digital Age  3-4
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ETHS 043  Survey of African American Literature  3
ETHS 050  Rights, Rebellion, and Resistance: Survey of African American Literature  3
ETHS 051  Introduction to Ethnic Studies  3
ETHS 052  African American Women's History  3
ETHS 054  American Indian History to 1900  3
ETHS 055  Law, Resistance and Identity: American Indian History from 1900  3
ETHS 064  Mixed Race Descent in the Americas  3
ETHS 090  Comparative Ethnic Literature and Cultural Production  3-4
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ETHS 120  Decolonizing Spirituality: Indigenous Religions in the Americas  4
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ETHS 166  Women of Color in Social Movements  3-4
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FREN 145  The Francophone Levant and the Ottoman Empire  3-4
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FREN 147  Dangerous Crossings: War and Migration in Francophone African and Middle Eastern Literature  4
FREN 155  Reading Otherness in the French Enlightenment  3
FREN 162  Aesthetics of the Body in Literature  3
FREN 170  Debunking Orientalist Stereotypes: Asian Writings in French  3
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GLOB 103V  Justice, Equity, & Sustainability in Development Theory  3
GOVT 152  American Constitutional Law: Fundamental Freedoms  3-4
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HIST 012  The West and Its Cultural Traditions II  3-4
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HIST 160  History of Women in America  4
HIST 169  Men, Women, and Travel: Tourism in Europe Since the Renaissance  3
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LET 115  African and Caribbean Literatures  3-4
### Core Curriculum Courses

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<td>LET 129</td>
<td>Introduction to the History of Emotions in Early Modern Europe.</td>
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<td>LET 142</td>
<td>French and Francophone Women Writers</td>
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<td>LET 149</td>
<td>Post-Colonial Conditions: Contemporary Women’s Writings from Africa</td>
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<td>LET 150</td>
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<td>LET 170</td>
<td>Business French and Cultural Praxis</td>
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<td>MGMT 060</td>
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<td>MGMT 101</td>
<td>People and Organizations</td>
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<td>MUS 014</td>
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<td>Musics of the World: Africa, the Mediterranean, and the Americas</td>
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<td>Women, Gender, and Musical Creativity</td>
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<td>Studies in European Music and Culture to 1750</td>
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<td>PHE 001</td>
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<td>Theories and Praxis of Health</td>
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<td>Philosophy of Mind</td>
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<td>PHIL 184</td>
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### Quantitative Literacy

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### Create, Innovate & Experiment

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### Ways of Knowing/Modes of Inquiry

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<td>Popular Tales: a Cross-Cultural Comparison</td>
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<td>The Francophone Levant and the Ottoman Empire</td>
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<td>Reading Otherness in the French Enlightenment</td>
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## Core Curriculum Courses

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<td>Contemporary Latin American, Spanish and U.S. Latina (o) Short Fiction</td>
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<td>The 20th-Century Hispanic Novel</td>
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<td>Special Topics in Hispanic Literatures</td>
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### Race, Gender & Power

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<td>Visual Arts of the United States, 1830-1945</td>
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<td>Gender and Sexuality in Contemporary Art</td>
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<td>Seminar: Gender and the Western Visual Tradition</td>
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<td>Critical and Theoretical Approaches to the History of Art</td>
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<td>DNC 165</td>
<td>Modern to Contemporary Performance: History, Theory, and Practice</td>
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<td>ENG 043</td>
<td>Survey of African American Literature</td>
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<td>ST: Queer Archival Desires</td>
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<td>ENG 180DS</td>
<td>Race, Class, Wizardry: Harry Potter</td>
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<td>Inventing the 'Other,' Policing Differences</td>
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<td>Rights, Rebellion, and Resistance: Survey of African American Literature</td>
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<td>American Indian History to 1900</td>
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<td>Law, Resistance and Identity: American Indian History from 1900</td>
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<td>Mixed Race Descent in the Americas</td>
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<td>Comparative Ethnic Literature and Cultural Production</td>
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<td>Comics and Politics: Visual Culture, Power, and Ideology</td>
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<td>Representing Blackness: Film and Literature in Africa and the Diaspora</td>
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<td>Decolonizing Spirituality: Indigenous Religions in the Americas</td>
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<td>Theories of Race and Ethnicity</td>
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<td>Representation and Politics in Asian Diasporic and Pacific Islander Literature</td>
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<td>Black Feminist Theory</td>
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<td>Intro to Chicano &amp; Latinx Studies</td>
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<td>Politics of Chicanx and Latinx Communities</td>
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<td>Women of Color in Social Movements</td>
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<td>American Indian and Pacific Islander Women</td>
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<td>Celluloid Native: American Indians in Film</td>
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<td>Film, Color, and Culture: Images of People of Color in Cinema</td>
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<td>Research Methods with Communities of Color, with Fieldwork</td>
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<td>Contemporary French and Francophone Theory</td>
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<td>Identity, Politics &amp; Equity</td>
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<td>France: From the 1789 Revolution to the Present</td>
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<td>Germany and Central Europe: From the Beginnings to the European Union</td>
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<td>Women, Gender and Cultural Production in the Global South</td>
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<td>Cultures and Identities in the Americas and the Caribbean</td>
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<td>French and Francophone Women Writers</td>
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<td>Post-Colonial Conditions: Contemporary Women's Writings from Africa</td>
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<td>Gender, Diaspora and Social Issues in Indian Women's Literature and Cinema</td>
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<td>Latin American Women Writers in Translation</td>
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<td>U.S. Latino Literature and Culture</td>
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<td>MUS 016</td>
<td>Women, Gender, and Musical Creativity</td>
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General Education


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 (GE) Program ensures that each Mills student will graduate with confidence in their intellectual abilities, a broad awareness of diverse ideas and perspectives, and an appreciation of and capacity for lifelong learning.

Our GE Program is guided by a set of learning outcomes, rather than a strict list of courses or a single generic curriculum. Students design their general education plan in consultation with their faculty advisor, ensuring that they achieve a specific set of learning outcomes; tailor a program suited to their own unique needs and interests.

To this end, some of the courses students take to fulfill their GE requirements may be in the major. The program also places the work students do in the major in a larger context by permitting the opportunity to explore realms of learning that fall outside a specific discipline.

Infused with the principles of the College’s mission, the GE 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 while the ENG 001 program has been developed as an intensive first-year writing course introducing students to college-level writing.

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

Scientific Inquiry

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<td>Evolution for Future Presidents</td>
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<td>The Ecology of Plants for Non-majors</td>
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<td>Community-based conversation in a biodiversity &amp; the Environment</td>
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<td>Studies in European Music and Culture to 1750</td>
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<td>The Music of India: Brahma to Bhangra</td>
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<td>Introduction to Public Health</td>
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<td>Transnational Sexualities</td>
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<td>Spirituality and Sustainability: Global Religions and the Environment</td>
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General Education Requirements for the Bachelor’s Degree

See General Education Courses (p. 122).

Each of the requirements listed below can be fulfilled in a number of ways, including Mills courses, transfer credit, and/or relevant AP courses. The advisor will help the student set up a general education plan tailored to the student’s specific academic needs and interests.

The GE 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 these requirements is available online under General Education Courses.
1. Skills

- **Written Communication (2.25 credits)**
  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.

All undergraduate students who have not completed an acceptable college-level English composition course are required to take Critical Reading and Expository Writing (ENG 001 for 1.25 credits). ENG 001 must be completed by the end of the first year at Mills. AP credit does not fulfill ENG 001.

ENG 001 (or equivalent) and a second writing-intensive course fulfill the Written Communication requirement.

- **Quantitative and Computational Reasoning (1 credit)**
  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.

- **Information Literacy/Information Technology Skills (0 credit)**
  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 needed to evaluate the authenticity, validity, and reliability of information. Being information-literate is a critical component in establishing a pattern of lifelong learning, and the ability to effectively communicate information using computers is an essential aspect of a well-rounded liberal arts education. Information literacy requires 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 is taken online through Blackboard. This course is graded "P/NP" only. Please see the self-enrollment instructions (https://inside.mills.edu/administration/provosts_office/college005.php) to begin your course work for COLL 005.

2. Perspectives

- **Women and Gender (1 credit)**
  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.

- **Multicultural Perspectives (1 credit)**
  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.

3. Disciplinary Experiences

- **Creation and Criticism in the Arts (1 credit)**
  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).

- **Historical Perspectives (1 credit)**
  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.

- **Natural Sciences (1 credit)**
  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.

- **Human Institutions and Behavior (1 credit)**
  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.

### Disciplinary Experiences

#### Creation and Criticism in the Arts

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ARTh 123  Northern European Art  4
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ARTS 007  Three-Dimensional Concepts  1-4
ARTS 009  Painting (Beginning)  3
ARTS 011  Contemporary Art: Ideas and Practice  3
ARTS 043  Darkroom Photography: Making • Engaging  3
ARTS 044  Digital Photography: Material • Process  3
ARTS 091  Ceramics  0.5-4
ARTS 105  Basic Composition  4
ARTS 107  Three-Dimensional Concepts  4
ARTS 109  Painting (Beginning)  4
ARTS 110  Photography: Seeing • Knowing  4
ARTS 111  Contemporary Art: Ideas and Practice  4
ARTS 113  Photography: Pictures, Things • Meanings  4
ARTS 117  Photographic Structures  4
ARTS 143  Darkroom Photography: Making • Engaging  4
ARTS 144  Digital Photography: Material • Process  4
ARTS 145  Digital Photography: Material • Process  4
ARTS 147  Installation  4
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ARTS 151  Advanced Drawing  4
ARTS 158  Photography Seminar  4
ARTS 161  Advanced Painting  4
ARTS 180AS  Artists, Editions, and Multiple  4
ARTS 189  Senior Seminar: Studio Art  4
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BOOK 033  Introduction to Printmaking  3
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BOOK 120  The Structure of Books  4
BOOK 121  Building the Contemporary Book  4
BOOK 133  Introduction to Printmaking  3
BOOK 140  The Movable Book: Ideas in Time and Space  4
BOOK 184  Books as Multiples: Publishing on the Letterpress  4
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DNC 034  Dance Improvisation  1
DNC 037  How to Make Dances  2
DNC 134  Dance Improvisation  1
DNC 137  Introduction to Choreography  2
DNC 157  Music and Dance  3
DNC 170  Seminar in Interdisciplinary Collaboration  2-3
DNC 198  Dance Theater in Traditional and Contemporary Performance  2-3
ENG 010  Introduction to Literature  3
ENG 011  Craft of Creative Writing  3
ENG 065  Beginning Fiction Workshop  3
ENG 066  Poetry Workshop I  3
ENG 067  Beginning Fiction for Children and Young Adults Workshop  3
ENG 080D  ST: Fatal Women  3
ENG 111  Craft of Creative Writing  3
ENG 113  Performing Writing  1
ENG 119  Fiction Since 1960  3
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ENG 131  18th-Century Poetry and Prose  3
ENG 132  18th-Century English Novel  3
ENG 152  Poets of Color of the 20th and 21st Centuries  3
ENG 155  Advanced Fiction for Children and Young Adults Workshop  4
ENG 157  Topics in African Literature  3
ENG 165  American Literature from 1865 to 1920: Realism  3
ENG 167  Advanced Creative Nonfiction Workshop  3
ENG 168  Advanced Fiction Workshop  3
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ENG 180AJ  Jane Austen, The Critical Legacy  3-3
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### General Education Courses

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### Human Institutions and Behavior

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### General Education Courses

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### Perspectives

#### Multicultural Perspectives

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<td>Post-Colonial Conditions: Contemporary Women’s Writings from Africa</td>
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<td>Gender, Diaspora and Social Issues in Indian Women’s Literature and Cinema</td>
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### Women and Gender

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<td>ST: Queer Archival Desires</td>
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<td>Jane Austen, The Critical Legacy</td>
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<td>Rights, Rebellion, and Resistance: Survey of African American Literature</td>
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<td>African American Women’s History</td>
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<td>Action Research for Social Change</td>
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<td>Decolonizing Spirituality: Indigenous Religions in the Americas</td>
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<td>Asian/Pacific American Women Writers</td>
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<td>Intro to Chicanx &amp; Latinx Studies</td>
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<td>ETHS 160</td>
<td>Militarism, Gender, and Ethnicity</td>
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<td>Women of Color in Social Movements</td>
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FREN 147 Dangerous Crossings: War and Migration in Francophone African and Middle Eastern Literature 4
FREN 168 Francophone Women’s Writing from Martinique, Haiti, and Guadeloupe 3
HIST 069 Men, Women, and Travel: Tourism in Europe Since the Renaissance 3
HIST 110 Fads and Fashions: Popular Culture and European Modernity 3
HIST 111 Cuisine History 3
HIST 115 Sex, Body, and Gender in Early European Societies 3
HIST 123 England and the British Empire: From the Rise of the Tudors to the Present 3-4
HIST 125 France: From the 1789 Revolution to the Present 3-4
HIST 158 Growing Up in America 3
HIST 160 History of Women in America 4
HIST 169 Men, Women, and Travel: Tourism in Europe Since the Renaissance 3
LET 115 African and Caribbean Literatures 3-4
LET 142 French and Francophone Women Writers 3-4
LET 149 Post-Colonial Conditions: Contemporary Women’s Writings from Africa 3-4
LET 150 Gender, Diaspora and Social Issues in Indian Women’s Literature and Cinema 3-4
LET 161 Latin American Women Writers in Translation 3
LET 168 Women in Cinema: Latin America, Spain and U.S. Latinas 3
MUS 016 Women, Gender, and Musical Creativity 3
MUS 116 Women, Gender, and Musical Creativity 3
PPOL 118 Women’s Leadership in Politics: Theory and Practice 4
PPOL 125 Gender and Public Policy 4
SOC 158 Gender and Society 3
SOC 172 Body Politics: Race, Gender, and Power 3-4
SOC 180S Body Politics 3-4
SOSC 120 Women and the Law 3
WGSS 071 Introduction to Women’s Studies 3
WGSS 072 Introduction to Queer Studies 4
WGSS 101 Feminist and Queer Research Methodologies 4
WGSS 105 Sexuality and the City 3
WGSS 106 Postcolonial Feminist Theory and Literature 3-4
WGSS 109 Comparative Studies on Women in Religion 3
WGSS 110 Sex, Body, and Gender in Early European Societies 3
WGSS 111 Women, Gender and Cultural Production in the Global South 3-4
WGSS 112 Race, Gender, and the Environment 3
WGSS 115 African and Caribbean Literatures 3-4
WGSS 125 The Politics of Care 3
WGSS 131 Women in Islam 3
WGSS 135 Race, Sexuality, and the State 3
WGSS 149 Post-Colonial Conditions: Contemporary Women’s Writings from Africa 3-4
WGSS 150 Gender, Diaspora and Social Issues in Indian Women’s Literature and Cinema 3-4
WGSS 172 American Indian and Pacific Islander Women 3-4
WGSS 175 Transnational Sexualities 3

**Skills**

**Information Literacy/Information Technology Skills**

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**Quantitative and Computational Reasoning**

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<td>Introduction to Computer Science</td>
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<td>CS 064</td>
<td>Computer Concepts and Intermediate Programming</td>
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<td>CS 111</td>
<td>Computer Architecture</td>
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<td>Programming Languages</td>
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<td>CS 124</td>
<td>Data Structures and Algorithms</td>
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<td>Theory of Algorithms</td>
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PPOL 100 Methods of Policy Analysis 4
PSYC 146 Statistics for the Behavioral Sciences 4

Written Communication

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<td>BIO 144</td>
<td>Animal Behavior</td>
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<td>BIO 149</td>
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<td>The Craft of the Young Adult Novel</td>
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<td>Men, Women, and Travel: Tourism in Europe Since the Renaissance</td>
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PHIL 128 Political Philosophy 3
PHIL 143 Existentialism 3
PHIL 144 Language, Meaning, and Understanding 3
PHIL 145 Philosophy of Mind 3
PHIL 184 19th Century European Philosophy: Hegel, Marx, & Nietzsche 3
PHIL 190 Metaphysics 3
PPOL 015 Introduction to Policy: Identifying and Solving Public Problems 3
PPOL 093 Law and Society 3
PPOL 100 Methods of Policy Analysis 4
PPOL 130 Regime Change 3-4
SOC 191 Senior Seminar 4
SOSC 093 Law and Society 3
THS 020 Communication, Presence and Public Speaking 3
THS 120 Communication, Presence and Public Speaking 3
WGSS 101 Feminist and Queer Research Methodologies 4

Special Courses

COLL 005 Information Literacy-Information Technology Skills
This non-credit course is required of all entering undergraduate students and must be taken at Mills. Students must self-enroll and complete the online course during their first semester. Passing the course fulfills the General Education Program requirement for Information Literacy and Technology Skills.

The course explores 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. The course is also open to graduate students, and is offered fall and spring each year.

Independent Study

Students with 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 3 credits and are officially numbered 095 for sophomores and 195 for juniors and seniors. First-year students are not eligible to enroll in an independent study. An independent study may be undertaken only upon the recommendation of the head of the department after departmental discussion, and may not be used to fulfill Core Curriculum requirements. Independent study forms can be obtained online (https://inside.mills.edu/student_services/registrar_and_records/forms.php). These courses can be taken for a letter grade or as "P/NP."

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 3 credits which may not count toward the major. 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. No more than six credits of directed
research will count toward graduation credits for the Mills degree.
Directed Research forms are available online (https://inside.mills.edu/
student_services/registrar_and_records/forms.php). 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.
Internships are offered for 3 credits and may not count in the major,
unless required. No more than two internships will count toward
graduation credits for the Mills degree, and all internships 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 may be completed
on or off campus; on campus internships must be unpaid; off-campus
internships may be paid or unpaid. 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 179 in the department concerned. All
required forms and guidelines are available from Career Services
(https://inside.mills.edu/student_services/career_center). 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. No more
than six credits of teaching practica will count toward graduation
credits for the Mills degree. Students may not enroll in the same
course for which they are doing a teaching practicum. Teaching
practica are numbered 177 in the department concerned. Students
must submit a Teaching Practicum Registration form (https://
inside.mills.edu/student_services/registration/forms_php/TeachingPracticumRegistrationFormWeb_CCC.pdf), available online.
These courses are "P/NP" only.

**Individual Music Instruction**

These courses, open to all undergraduate students, are available for
individual instruction in voice and in a number of instruments.

Students who wish to enroll in individual instrument or voice instruction
should register for the course as listed in the course schedule at
the appropriate level, determined in consultation with their advisor.
Students must contact the Music Department to be placed with
an instructor. Placement in these courses requires an audition with
the Music Department. If placed with an instructor, charges for the
individual instruction will appear on the student's account. Individual
instruction courses are numbered:

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<td>MUS 009</td>
<td>Individual Instruction - Voice</td>
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These courses can be taken for a letter grade or as "P/NP."

**Service Learning**

Mills offers some courses with an optional 1 credit for service learning.
This 1 credit is earned for volunteer work related to the subject matter
of the course and may require additional assignments or meetings
at the discretion of the instructor. Service learning credit must be
associated with an academic course. Students may take one service
learning course per semester.

**Academic Opportunities Off Campus**

**Cross-Registration**

Mills sophomores, juniors, and seniors in satisfactory academic
standing are eligible to enroll in courses at the following institutions
through cross-registration:

- American Conservatory Theater
- Berkeley City College
- California College of the Arts
- California State University, East Bay
- Chabot College
- City College of San Francisco
- College of Alameda
- Contra Costa College
- Graduate Theological Union
- Holy Names University
- Laney College
- Merritt College
- Napa Valley College
- Saint Mary's College
- Sonoma State University
- University of California, Berkeley (excluding UC Extension)

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 cross-registered courses 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. Cross-registered courses may be taken for a grade or for pass/no
   pass credit only. Auditing a cross-registered course is not allowed.
5. Students may not enroll in independent study, tutorial, or individual
   instruction courses.
6. Acceptance in any course depends upon space availability, the
   instructor's approval, and compliance with the deadlines of both
   schools.
7. A cross-registration course does not count toward the residency requirement of 36 credits at Mills; however, students who have reached the transfer credit limit will still receive credit for the course.

8. Cross-registration is not available during the summer or January term.

9. 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 online (https://inside.mills.edu/student_services/registrar_and_records/cross_registration_permit.pdf). 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 3 semester course credits 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. Concurrent enrollment is not included in the student’s enrollment status at Mills for the purposes of financial aid.

Domestic Exchange/Visit
Continuing undergraduate students seeking a Mills degree who have a GPA of 3.0 or higher and who have no “Incomplete” grades on their record may participate in a Mills domestic exchange or domestic visit program during their junior year. In some cases, sophomores and seniors may receive permission to participate in a domestic exchange or domestic visit program, with the approval of the International Study Abroad Committee. 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 the Mills full-time tuition, and incidental fees to Mills while attending the exchange institution. For some programs, room and board are paid directly to the host institution. Students participating in the domestic visit program pay the host institution’s tuition, room and board, and incidental fees through Mills. Students must be enrolled in classes at Mills the semester prior to participation in domestic study.

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:
- Barnard College
- American University, Washington DC
- Wellesley College

For further information, visit Domestic Exchange Opportunities (https://inside.mills.edu/student_services/registrar_and_records/domestic_ex.php) online or 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, and who have no “Incomplete” grades on their record, may arrange to spend part or all of their junior year in a study abroad or international exchange program. In some cases, students may receive permission to study abroad as a second-semester sophomore or a first-semester senior, with the approval of the International Study Abroad Committee. Students must be enrolled in classes at Mills the semester prior to participation in international study.

All deposits required by the study abroad program are the responsibility of the student and should be paid directly to the program.

Students who wish to participate in an international study program not approved by Mills may request program review by the Study Abroad Committee prior to participating in the program.

For further information, contact the M Center at 510.430.2000 or records@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:
- Academic Programs Abroad: Paris
- American University Center of Provence
- Arcadia University
- The Beijing Institute of Asian Studies
- 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 Educational Exchange (CIEE)
- Denmark’s International Study Program, Denmark
- Foundation for International Education (FIE)
- Institute for American Universities
- Konstanz University Program in Germany through Rutgers University
- Lewis and Clark College (Munich program only)
- Marymount College, London (Drama only)
- Middlebury College Language Program
- New York University
- Sarah Lawrence College
- School for Field Studies
- School for International Training
- St. Olaf's College: Budapest Semester in Mathematics
• Siena Art Institute
• University of Minnesota International Development Programs in Ecuador, India, Kenya, and Senegal; Montpellier

Students do not need to major in a language to qualify for study abroad. However, those intending to study in either French or Spanish speaking countries must have at least two years of college-level study in that 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 and courses, students are advised to obtain information about courses and course descriptions, as well as associated costs, before completing the application. Applications can be found online (https://inside.mills.edu/student_services/registrar_and_records/StudyAbroadApplication.pdf).

The Mills study abroad application procedure is as follows:

1. Research the programs to decide on the program provider and location for the study.
2. Complete the Mills College International Study Application (https://inside.mills.edu/student_services/registrar_and_records/StudyAbroadApplication.pdf); fill out the first part; and drop the form off with the Statement of Purpose at the M Center for Academic Records to review and sign.
3. Contact the appropriate study abroad advisor to review the Statement of Purpose and discuss the selected program.
4. Meet with the academic advisor to finalize course selection.
5. Obtain the appropriate signatures in the order they appear on the application.
6. Submit the completed Mills application to the M Center.
7. Receive the Mills College notification of approval via email.

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

**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 and Korea without satisfying a college-level language requirement, as intensive language instruction is available at each institution.

Academic year and semester exchange programs are available at:

• Ewha Womans University, Seoul, Korea
• Lingnan University, Hong Kong, China
• Hong Kong University of Science and Technology, Hong Kong, China
• Kobe College, Japan

To apply to participate in the international exchange program, students complete the International Study Application, and approved students receive the supplemental exchange application via email.

Mills has agreements with these schools and is guaranteed a set number of spaces for those students selected and recommended by Mills. Students are selected for participation in the program by the International Study Committee in November for the spring semester and in February for the following fall semester or academic year.

Students participating in academic year or semester exchange pay regular Mills tuition and incidental fees to Mills while attending the exchange institution. For some programs room and board are paid to Mills; please contact records@mills.edu for questions.
Registration

General Information
All students may register online through myMILLS via the Mills Resource Portal (http://portal.mills.edu) during the designated registration periods.

Prior to registering, all students must consult with their advisors regarding their course selection. The advisor must approve the student's course selection before the student will be allowed to register.

Registering online requires that the advisor release the registration hold that has been placed on the student's record. Therefore, only students who have made arrangements for their advisor to release this hold will be able to register online. Students who wish to register in the M Center must have a registration form signed by their advisor.

Refer to Registration Information (https://inside.mills.edu/student_services/registrar_and_records/registration_info.php) for registration dates and deadlines.

Priority Registration
Continuing students will have access to online registration during the Priority Registration period. Class level will determine when access to Priority Registration will begin. Exact dates for registration can be found on the Registration Information (https://inside.mills.edu/student_services/registrar_and_records/registration_info.php) page are included on the Academic Calendar. Please note that January and Summer term enrollment is optional.

Class standing or level is based on credits earned and outlined below.

- First year standing = 0.00-29.99 credits earned
- Sophomore standing = 30.0-59.99 credits earned
- Junior standing = 60.00-89.99 credits earned
- Senior standing = 90.00-120.00

New Student Registration
Entering and readmitted students register during New Student Registration. Exact dates for registration can be found on the Registration Information (https://inside.mills.edu/student_services/registrar_and_records/registration_info.php) page. Exact dates are available on the Academic Calendar. The Office of Undergraduate Admissions will contact new undergraduate students about the registration process.

Final Registration
Students that did not register during the designated Priority Registration or New Student Registration periods will be able to do so without penalty during Final Registration.

Late Registration
Students wishing to register after the Add deadline must petition the Academic Standing Committee (ASC). Late registration does not excuse a student from the regular assigned work of a course. Students who do not register for any courses by the Add Deadline will be administratively withdrawn from the College.

Advising

Academic Advising
At Mills College, academic advising is a team effort. Faculty advisors work together with Academic Navigators to help students select, plan, and complete academic programs and explore academic, personal, and career goals. Academic advising is housed in the Office for Learning, Advising, and Balance (the LAB). Your advising team is here to provide you with the information and advice you need to develop your individualized educational goals, and to make effective decisions regarding courses and programs that will enable you to realize your goals.

Mills College recognizes academic advising to be a central element of the educational experience of its undergraduate students. Students will meet with their faculty advisors at least one time every semester, and often more frequently, to build a professional relationship and to create an academic plan for the coming semesters. Incoming first year students have been assigned faculty advisors in programs that are closest to their stated interests. Transfer students are assigned faculty advisors according to their designated major prior to their initial semester at Mills College. Students have the option to request a change of faculty advisor at any time by completing a Change of Advisor form (https://inside.mills.edu/student_services/registrar_and_records/change_of_advisor_form.pdf) in the M Center. You can visit the LAB in Carnegie Hall with any questions. If you declare or change a major, an advisor change will occur simultaneously based on your new academic program.

Before a student reaches junior standing, they are required to declare a major. Students then choose a faculty advisor in the major field and commence planning the remaining two years of college to meet their major requirements, remaining core curriculum courses and electives outside the major. These courses will be chosen to integrate with their specialized interests.

Academic Navigators are a key part of your academic success team and are available to help you navigate the institution. If you have a question about a transcript, transfer credit, or the core curriculum, your Academic Navigator can help you. Your Academic Navigator will also monitor your academic progress and offer academic support options whenever you might need them. From peer tutoring to academic coaching, your Academic Navigator can connect you to the right resources.

Student Records on the Web
The Mills Resource Portal (http://portal.mills.edu) provides a link to myMILLS where students can register, access their general student information, schedule of classes, academic transcript, transfer credit report, grades, student account, financial aid information, and graduation status. Students can also update their mailing and email addresses and other personal information through myMILLS.
Courses

Course Selection

Students may choose undergraduate courses from any academic department as long as applicable prerequisites have been met. The fall and spring course schedule is available online in late March; the winter and spring course schedule is available in early mid-October.

Before students can register online, they must consult with their assigned advisor to finalize their schedule and obtain approval of their course selection. Students may access Student Records/View Student Information in their myMILLS account, via the Mills Resource Portal (http://portal.mills.edu), to confirm their advising assignment.

Class Meeting Times

Classes that meet three days per week are scheduled for 50 minutes, for a total of 150 minutes of instruction per week. Classes that meet two days per week are scheduled for 75 minutes, for a total of 150 minutes of instruction per week. Seminars are scheduled for one class meeting per week for 150 minutes. 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.

CANCELED COURSES

Courses may be canceled at the College’s discretion. In the case of a course cancellation, students will be dropped from the class and notified by email.

Changes

Adding or Dropping a Course

Students may make changes to their registration as needed by adding or dropping courses online during their designated Priority Registration or New Student Registration periods, or during Final Registration.

During the Add/Drop Period, students who wish to add or drop a course may do so online without penalty up to the Add Deadline. If adding a course that was closed for registration, the signature of the instructor is also required.

After the Add Deadline, students may add a course only with the approval of the Academic Standing Committee (ASC). If the petition is approved, the course will be added to the student’s schedule. Add/Drop forms are available online (https://inside.mills.edu/student_services/registrar_and_records/forms.php).

During the Late Drop Period, the two weeks between the Add Deadline and Drop Deadline, students may drop a course by completing an Add/Drop form and securing the signature of the advisor. Courses that are dropped prior to the Drop Deadline will not appear on transcripts. Exact dates are available on the Academic Calendar (https://www.mills.edu/academics/academic-calendar.php).

Students may not drop all courses in a term via online registration. Dropping all courses requires taking a Leave of Absence or Withdrawal from the College, which is handled through a different process. Students wishing to drop all courses should refer to the Attendance Requirements section of the catalog for information about Withdrawal or Leave of Absence.

Withdrawing from a Course

Between the Drop Deadline and last day to withdraw from a class, students may withdraw from a course by completing a Registration Withdrawal 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 used in calculating the student’s GPA. Students should refer to the Academic Calendar (https://www.mills.edu/academics/academic-calendar.php) for the exact dates.

Registration Withdrawal forms are available online (https://inside.mills.edu/student_services/registrar_and_records/forms.php).

Unofficial Withdrawal

Students who cease attending a course without dropping or withdrawing from the course may receive either an ‘F’ grade or a ‘UW’ (Unofficial Withdrawal) at the sole discretion of the instructor.

Changing Grade 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 both grade options, students should select the option when they register.

Students who wish to change the grading option of a course may do so online during their designated Priority registration or New Student Registration, or during Final Registration. Changes to grading options may be made online during the Add/Drop period, by completing an Add/Drop form during the Late Drop Period, and securing the signature of their advisor. After the Drop Deadline students may change the grading option of a course only with the approval of the Academic Standing Committee. Students should refer to the Academic Calendar (https://www.mills.edu/academics/academic-calendar.php) for the exact deadline.

Variable Credit

Courses that are listed in the catalog with a range of credit give the student the option to choose the amount credit they wish when registering. Students wishing to change credit value for these courses may do so online during the time they have access to online registration, prior to the Add Deadline. Students should list the course with the original credit amount as a drop and the same course with the new credit amount as an add. Refer to the Academic Calendar (https://www.mills.edu/academics/academic-calendar.php) for exact dates.

Auditing a Course

Matriculated students may formally audit a course with permission from the instructor and faculty advisor. Auditors do not participate in class work, take examinations, or receive credit, and they may not subsequently request to receive credit by examination. Full-time students do not pay an additional fee to audit a course; part-time students may refer to the Tuition and Fees (p. 161) section of this catalog for information regarding the costs associated with auditing courses.

Matriculated students who choose to audit a course may register for the course or change the grading option during the time they have access to online registration. Under no circumstances will a student be allowed to register to audit a course after the Add Deadline. In addition, students will not be allowed to change a grading option to or from ‘Audit’ after the Add Deadline. Students who drop all course work except an audited course must complete an Application for Auditor Status (https://inside.mills.edu/student_services/
Auditors

Individuals who are not degree-seeking Mills students are welcome to audit Mills courses. Auditors do not participate in class work, take examinations, or receive credit, and they may not subsequently request to receive credit by examination. An Application for Auditor Status (https://inside.mills.edu/student_services/registrar_and_records/auditor_application_writeable.pdf) is available online and requires the signatures of the student, the instructor, and the head of the applicable department. Once these signatures are obtained, the form is submitted to the M Center and the student will be enrolled in the course(s). The auditor may attend the class only after the form is submitted and the fee has been paid. Refer to the Tuition and Fees (p. 161) section of this catalog for information regarding the costs associated with auditing courses.

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 Special Courses (p. 129) section of this catalog. Registering for these courses requires a separate form, available online (https://inside.mills.edu/student_services/registrar_and_records/forms.php); or, in the case of internships, at Career Services (https://inside.mills.edu/student_services/career_center). Forms must be submitted to the M Center by the Add Deadline. Internship petitions are reviewed by the Academic Standing Committee, which meets each week during the academic year excluding holidays. Students may not register for special courses online.

Individual Music Instruction

Students who wish to enroll in individual instrument or voice instruction should register for the course as listed in the course schedule at the appropriate level, determined in consultation with their advisor. Students must then contact the Music Department to schedule an audition to be placed with an instructor. Since auditions are a part of the process, students should not assume that they will be enrolled in the class. Once placements are confirmed by the Music Department, the specific course and instructor will be added to the student’s schedule. Students who are not placed or who no longer wish to take individual instruction must formally drop the course through the Add/Drop process.

Service Learning/Community Engaged Learning

Mills offers some courses with an optional 1.0 credit for service learning. These courses are listed in the schedule as a separate section of the regular course for 4.0 credits. This additional 1.0 credit is earned for volunteer work related to the subject matter of the course, and may require additional assignments or meetings at the discretion of the instructor. Service learning credit must be associated with an academic course. Students may take one service learning course per semester. Some courses may fulfill the Core Curriculum requirement for Community Engaged Learning. Please refer to the Core Curriculum list to see specific courses.

Cross-Registration

Students who wish to participate in the Mills cross-registration program must complete the Cross-Registration Permit (https://inside.mills.edu/student_services/registrar_and_records/cross_registration_permit.pdf), which requires approval of each institution’s registrar, the student’s advisor, and the instructor of the course. The student attends the first class session at the host institution to secure the instructor’s signature. (See Cross-Registration (p. 130) under Academic Opportunities Off Campus.)
ACADEMIC REGULATIONS

- Academic Credit (p. 136)
- Attendance Requirements (p. 137)
- Grading (p. 138)
- Academic Standing (p. 140)
- Recognition of Academic Achievement (p. 142)
- Transfer Credit (p. 142)
- Graduation and Commencement (p. 143)
- Transcripts and Enrollment Verification (p. 145)
- Declaring a Major or Minor (p. 146)

Academic Credit

Definition of Mills Semester Course Credit

A typical academic course at Mills is offered for 3 or 4 semester course credits. These courses usually meet for 150 minutes per week for 14 weeks, and require a minimum of nine hours of outside work per week.

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 an official secondary school may take AP examinations and submit the test results for consideration to the dean of undergraduate admission. A maximum of 24 semester credits of combined AP, international baccalaureate, and high school-credited college course credits will be accepted toward the Mills bachelor’s degree. Advanced Placement courses may replace introductory major course requirements at the discretion of the major advisor. Advanced Placement courses may replace one introductory minor course requirement at the discretion of the minor advisor.

Students who need to request AP scores should contact the College Board or visit www.collegeboard.com (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>3</td>
</tr>
<tr>
<td>Art (Studio)</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>AB</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macro/Micro</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>English(^1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature &amp; Composition (does not satisfy English 001)</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature &amp; Composition (does not satisfy English 001)</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
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<tr>
<td>Spanish</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Government &amp; Politics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>Comparative</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>European</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>World History</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus AB or AB sub-score of BC</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4.5</td>
<td>6</td>
</tr>
<tr>
<td>Statistics</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening and Literature</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>Theory</td>
<td>4.5</td>
<td>3</td>
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<tr>
<td>Physics</td>
<td></td>
<td></td>
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<tr>
<td>B</td>
<td>5</td>
<td>4</td>
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<tr>
<td></td>
<td>4</td>
<td>3</td>
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<tr>
<td>C</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>4.5</td>
<td>3</td>
</tr>
</tbody>
</table>

\(^1\) Advanced Placement credit is not awarded for both English courses. Credit is awarded for either Language & Composition or Literature & Composition.

International Baccalaureate (IB)

Mills College awards credit for the higher level (HL) of the IB. Up to 3 course credits are granted for a score of 5 and 6 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 12 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.

Credit by Examination
A regularly enrolled Mills student who is prepared, subsequent to graduation from high school, in the subject matter of a course listed in this catalog may petition the Academic Standing Committee (ASC) 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 AP 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; and
- laboratory, fieldwork, or skills courses (e.g., workshops, foreign language, and 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 ASC. The examination fee is $300 for each semester course credit for all students. The total number of semester course credits earned in any semester, either in class or by examination, may not exceed 15 credits without the approval of the ASC. A maximum of 9 credits earned by examination may be included among the courses required for the degree.

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 ASC. The examination fee is $300 for each semester course credit for all students. The total number of semester course credits earned in any semester, either in class or by examination, may not exceed 15 credits without the approval of the ASC. A maximum of 9 credits earned by examination may be included among the courses required for the degree.

Placement Exams
Go to the Office of the Provost’s information page (https://inside.mills.edu/administration/provosts_office/placement.php) on placement exams.

Attendance Requirements

Residency Requirements

Bachelor of Arts (BA) and Bachelor of Science (BS)
To satisfy the residency requirement at Mills, degree-seeking 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 40 semester course credits in attendance at Mills, not including cross-registration courses.

Courses taken through cross-registration, concurrent enrollment (with the exception of the San Francisco Semester theater program), domestic exchange/visit, or international study do not count toward the residency requirement.

With the approval of the Academic Standing Committee (ASC), students may be allowed to spend the second semester of their sophomore year or their first semester of their senior year on exchange or study abroad when their academic program justifies an absence. In these cases, the requirement of a minimum of 40 semester course credits in attendance at Mills still applies.

In exceptional circumstances, a student complete up to 8 final semester course credits of work outside the major at another institution, provided the student has completed a total of at least 112 credits before leaving Mills, has no more than 8 credits remaining to fulfill the degree, and has met the residency requirement of 40 semester course credits in attendance at Mills (see Graduation in Absentia).

Nursing Certificate
To satisfy the residency requirement at Mills, students enrolled in the Nursing Certificate Program must:

- be in attendance at Mills for a minimum of two semesters;
- be in attendance at Mills during the last two semesters before they graduate; and
- complete at least 30 semester course credits of required course work for the certificate in attendance at Mills, not including cross-registration courses, at least two of which are core science courses, or more if needed to complete the requirements for the certificate.

Courses taken through cross-registration or concurrent enrollment do not count toward the residency requirement.

Student Status

Course Load
A regular full-time course load consists of 15 semester course credits per semester or a total of 30 semester course credits each year. Students receiving financial assistance must be enrolled in a minimum of 12 semester course credits, and are typically expected to earn a minimum of 30 semester course credits per year. The maximum course load 18 semester course credits. 120 semester course credits are required for the BA and BS degrees and 60 semester course credits are required for the Nursing Certificate.

Overload
Any semester course schedule with more than 18 semester course credits constitutes an overload.

Overloads are general granted only to students with a Mills College cumulative GPA of 3.5 or higher. First-year students in their first semester at Mills are not eligible to take an overload. Students enrolled in teaching practica or academic internships are not permitted course overloads. The maximum overload credit allowed in any semester is 21 semester course credits. There are no exceptions.

Students wishing to enroll in a course overload for a semester should submit a petition electronically via the Portal for review by the Academic Standing Committee. There are no exceptions. (See Tuition and Fees (https://inside.mills.edu/student_services/student_accounts/tuition_and_fees.php) for information on overload fees.)
Class Standing
Students who are candidates for the bachelor’s degree are classified as first years, sophomores, juniors, or seniors. The following indicates the credit range for each classification:

<table>
<thead>
<tr>
<th>Class Standing</th>
<th>Completed Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Fewer than 30 credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59.5 credits</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89.5 credits</td>
</tr>
<tr>
<td>Senior</td>
<td>90 credits or more</td>
</tr>
</tbody>
</table>

Leave of Absence
Students 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 Division of Student Life by emailing: leaves@mills.edu. The leave of absence date is the date the student provides notification to the Division of Student Life of their intent to take a leave of absence from the College. An enrolled student who wishes to apply for a leave of absence or a withdrawal effective for the term in which the student is currently enrolled must file paperwork by the last day of instruction. Students should contact the M Center to learn the financial ramifications of taking a leave of absence. (See Tuition and Fees Adjustment Policy (p. 161) and Return of Federal, State, and Institutional Financial Aid Policy (p. 154).)

Students who wish to enroll in classes elsewhere while on leave from Mills are advised to submit a Transfer Credit Verification form (https://inside.mills.edu/student_services/registrar_and_records/forms.php) 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. These transcripts must be received by the end of the student’s first semester of return to Mills.

International students are not permitted to take a leave of absence and should consult with the international student advisor in the Division of Student Life regarding any breaks in attendance.

Withdrawal
A student wishing to withdraw from the College should contact the Division of Student Life by emailing: withdraw@mills.edu (withdraw@mills.edu). The withdrawal date is the date the student provides notification to the Division of Student Life of their intent to withdraw from the College. Students should contact the M Center to learn the financial ramifications of withdrawing from the College. (See Tuition and Fees Adjustment Policy (p. 161) and Return of Federal, State, and Institutional Financial Aid Policy (p. 154).)

Administrative Withdrawal
Students not registered for courses by the Add Deadline, and who have not initiated a leave of absence or withdrawal with the Division of Student Life will be administratively withdrawn from the College. Those that have been administratively withdrawn are no longer considered students of the College. For two weeks after being administratively withdrawn, they will be allowed access to the Mills Portal (including myMills Resources), G Suite (including Mills email and drive), the Mills wireless network, and will be able to use Mills computers in the library. Access to Mills G Suite will continue for 45 days beyond that. Those that have been administratively withdrawn should contact Housing Management and Dining Services to learn how access to on-campus housing and meals is impacted.

They may petition the Academic Standing Committee to be reinstated as a student of the College. A $150.00 processing fee will be charged to all students who are reinstated.

Readmission
Withdrawn and disqualified students who wish to return to Mills must submit an Undergraduate Application for Readmission (https://inside.mills.edu/student_services/registrar_and_records/application_for_readmission.pdf) to the M Center.

Completed applications submitted by the last day of the semester (see Academic Calendar (https://www.mills.edu/academics/academic-calendar.php) for dates) will be reviewed in early June. Applications submitted after the last day of the term will be reviewed within four weeks. Applicants will be notified of the readmission decision in writing.

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

A student who has been away from Mills for more than five years must reapply for admission through the Office of Undergraduate Admission. Readmission applications for students who have been away from Mills for five or fewer years are reviewed by the Registrar. The student’s prior Mills record and, in the case of disqualified students, subsequent course work will be considered by the Academic Standing Committee (ASC) in making its decision regarding readmission.

Grading
Letter grades are recorded by the registrar as A, A-, B-, B, B+, C+, C, C-, D+, D, D-, or F. Students must complete all of the requirements in their major sequence with letter grades, with the exception of internships or fieldwork required within the major, which are graded “Pass/No Pass,” 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>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Passing, but unsatisfactory</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
</tbody>
</table>

Students of the College. For two weeks after being administratively withdrawn, they will be allowed access to the Mills Portal (including myMills Resources), G Suite (including Mills email and drive), the Mills wireless network, and will be able to use Mills computers in the library. Access to Mills G Suite will continue for 45 days beyond that. Those that have been administratively withdrawn should contact Housing Management and Dining Services to learn how access to on-campus housing and meals is impacted.

They may petition the Academic Standing Committee to be reinstated as a student of the College. A $150.00 processing fee will be charged to all students who are reinstated.

Readmission
Withdrawn and disqualified students who wish to return to Mills must submit an Undergraduate Application for Readmission (https://inside.mills.edu/student_services/registrar_and_records/application_for_readmission.pdf) to the M Center.

Completed applications submitted by the last day of the semester (see Academic Calendar (https://www.mills.edu/academics/academic-calendar.php) for dates) will be reviewed in early June. Applications submitted after the last day of the term will be reviewed within four weeks. Applicants will be notified of the readmission decision in writing.

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

A student who has been away from Mills for more than five years must reapply for admission through the Office of Undergraduate Admission. Readmission applications for students who have been away from Mills for five or fewer years are reviewed by the Registrar. The student’s prior Mills record and, in the case of disqualified students, subsequent course work will be considered by the Academic Standing Committee (ASC) in making its decision regarding readmission.

Grading
Letter grades are recorded by the registrar as A, A-, B-, B, B+, C+, C, C-, D+, D, D-, or F. Students must complete all of the requirements in their major sequence with letter grades, with the exception of internships or fieldwork required within the major, which are graded “Pass/No Pass,” to be eligible to graduate. Equivalents of letter grades are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
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<td></td>
</tr>
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</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Passing, but unsatisfactory</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
</tbody>
</table>
The grade point average (GPA) of each student is obtained by dividing the number of grade points earned by the number of semester course credits carried. To qualify for the bachelor’s degree or nursing certificate, 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.

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 eighth 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>AU</td>
<td>Audit</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</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>
<tr>
<td>PR</td>
<td>In Progress</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>RD</td>
<td>Report Delayed (grade not reported)</td>
<td>0 (Not computed into GPA)</td>
</tr>
</tbody>
</table>

Final grades are not subject to change by reason of a revision of judgment on the instructor’s part or on the basis of a second attempt, e.g., a new examination or additional work undertaken or completed after grades have been submitted.

**Pass/No Pass (P/NP) Limit**

Students pursuing their bachelor’s degree may elect to take 8 semester course credits outside their major or minor using the "P/NP" option in courses that are normally graded. Nursing certificate students may elect to take one general education (GE) course outside the major as a "P/NP." 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 "P/NP" grade is not included in the calculation of the grade point average. Courses normally offered for "P/NP" are not counted in these limits.

Students select the "P/NP" option when registering. See Changing Grade Options (p. 133) for procedures on changing the grading option from a letter grade to "P/NP" and vice versa.

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 "P/NP" option for any course in a major or minor field that the student may likely choose. Students are reminded that a grade of "P" is considered to be "C-" level, at best, by most graduate schools. If a student is seriously considering graduate work, it would be better to enroll in a course for a letter grade rather than a "P/NP."

**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 (https://www.mills.edu/academics/academic-calendar.php). Students are accountable for any work missed by absence from classes.

**Instructor Drops and Withdrawals**

Instructors may, at their discretion, drop a student from a class for non-attendance at the first class meeting. In this instance, the student will no longer be registered in the course, and the course will not appear on the student’s schedule.

Instructors may, at their discretion, issue a "UW" (Unofficial Withdrawal) grade to a student whose attendance does not meet the stated class requirements. This grade appears on the student’s transcript, and is not computed in the Grade Point Average.

**Early Academic Warning**

If a student’s work and/or attendance is unsatisfactory, an Early Academic Warning is filed by the instructor with the M Center and sent to the student via email. Early warning of academic concern is designed to allow the student to work closely with both the instructor and the faculty advisor so that academic success can be achieved by the student. A copy of this Early Academic Warning is sent to the student, the dean of students, and the student’s faculty advisor, who confer with the student regarding academic improvement.

**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
- A scheduled examination—the class meeting time determines the time at which the examination is scheduled (see Final Examination Schedule (https://inside.mills.edu/administration/provosts_office/final_exam_schedule.php))

Final examinations must be completed during the days designated as the final examination period on the Academic Calendar (https://www.mills.edu/academics/academic-calendar.php).

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, and term papers are due no later than 5:00 pm on the last day of instruction. No examinations may be given by instructors during the last five teaching days of the semester.
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 an 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. (Certain courses may be repeated for credit. This will be noted in the course description in the catalog.) 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 (ASC) each semester to determine their academic standing as defined below. The ASC will examine students’ records based on Mills academic work, including courses completed through cross-registration. All other transfer courses including domestic exchange/visit and international study courses are not considered in determining academic standing.

Satisfactory Academic Standing
Satisfactory academic progress is defined as:
- Minimum cumulative and term GPA of 2.0
- Full-time students: completion of at least 12 semester course credits attempted
- Part-time students: completion of all credits attempted

Warning
Students whose term GPA is at least a 2.0 are issued a warning letter if they fall into one of the following categories:
- Full-time students with a cumulative GPA of 2.5 or higher and completion of fewer than 12 semester course credits attempted
- Part-time students with a cumulative GPA of 2.5 or higher and not completing all courses attempted

“Warning” is not a notation on the transcript.

Probation
Conditions under which a student may be placed on probation include:
- Cumulative or term GPA is lower than 2.0
- Full-time students with a cumulative GPA of lower than 2.5 and completion of fewer than 12 semester course credits attempted
- Part-time students with a cumulative GPA of lower than 2.5 and not completing all courses attempted
Students who are placed on probation will have the permanent notation of "Probation" placed on their transcript for the specific semester in which their academic progress was not satisfactory.

**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 sem. credits if full time and all course work attempted if part time to be considered in good academic standing the following semester. Normally, the student has one semester in which to bring the GPA to the required level to avoid disqualification.

**Disqualification**

All students who were admitted on probation or placed on probation after their first semester in attendance and whose progress for the following term meets the definition of probation (see above) are subject to disqualification (dismissal). Nursing certificate students who do not have a minimum 2.85 cumulative GPA at the end of their first year in the program will be disqualified.

Any undergraduate student who fails to complete at least 3 semester course credits of work can be dismissed automatically without first being 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 ASC without first being placed on probation.

Students who are disqualified will have the permanent notation of "Disqualified" on their transcript.

Students who wish to return to Mills College, may apply for readmission to Mills after successfully completing at least one semester or quarter of full time study at another college or university. Full time study is 12 credits per semester or quarter.

**Appeal of Disqualification**

To appeal a disqualification (dismissal), students must write to the Academic Standing Committee (ASC) with an explanation of the circumstances that led to their academic performance. Letters of support from two faculty members who have worked with the student are also required. Appeals must be received no later than the deadline for the first ASC meeting of the semester immediately following the disqualification. Nursing students who are disqualified from the Nursing Program must accompany their appeal with a completed Declaration of Major form showing their intent to enter either the BA or BS program.

Students who successfully appeal the disqualification (dismissal) will have the notation of "Disqualified" replaced by the notation of "Probation" on their transcript. This notation is permanent, except in the case of nursing students who transfer out of the Nursing Program into either the BA or BS program and have a minimum cumulative GPA of 2.0.

Students who decide not to appeal disqualification, or whose appeal was not successful, who wish to return to Mills College at some point in the future, may apply for readmission to Mills after successfully completing at least one semester or quarter of full time study at another college or university. Full time study is 12 credits per semester or quarter.

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**Academic Standing Committee (ASC)**

Students who wish to request an exception to academic policy or procedure must petition the ASC, which meets each week class is in session. Completed petitions, supporting documentation, etc., must be delivered to the M Center three business days before the next scheduled meeting. Students should not petition a member of the ASC directly. Students should not assume that an exception will be approved and are advised to continue with their current program in the meantime. Students wishing to appeal a grade may not petition the ASC (see Grade Appeal Procedure (p. 138)).

For more information, including the ASC meeting schedule, contact the ASC directly. The petition to the ASC is available online (https://inside.mills.edu/studentservices/registrar_and_records/forms.php).

**Student Misconduct and Expulsion**

The College may suspend or expel any student for any of the following reasons:

- lack of cooperation in maintaining the ideals and standards of the College or failure to profit by its purposes and policies;
- conduct contrary to the standards, rules, and regulations applicable to students which are established from time to time by the College, student government, and faculty; and
- conduct of any nature that endangers the health or safety of the student or any other person.

Cases involving misconduct are customarily heard by the student Judicial Board established by the Associated Students of Mills College (ASMC) Constitution. Such cases are subject to the specific procedures established from time to time by the ASMC Constitution, unless the College exercises its right to decide the case as described below.

The College reserves its right at all times to suspend or expel a student, whether or not the Judicial Board has acted in the matter, provided that the student be given:

- written notice explaining the nature of the charge;
- an opportunity to respond in person to the official or committee making the recommendation to suspend or expel; and
- a written decision explaining the reasons for any action taken.

In addition, the College may suspend any student on an interim basis of no more than 10 class days without notice of any other procedure in the event of conduct involving an imminent threat to the health or safety of the student or any other person. The president of the College may delegate the investigation or hearing of any disciplinary case to a committee appointed by the president to provide the procedural rights noted above.

The College is not obligated to afford any procedural rights or remedies to students in cases involving misconduct that results in a decision to suspend or expel except the procedures outlined above including the tuition adjustment schedule and the return of Title IV aid.
Recognition of Academic Achievement

Mills College encourages students to work toward their full intellectual potential in many ways including recognizing students' outstanding achievements through honors, awards, and nominations for national recognition. The following awards are open to all students regardless of major. Awards are also given at the departmental level. It is a Mills tradition that recognition of academic achievement in the form of special awards is not disclosed until the public announcement at Convocation or Commencement. See Student Awards (https://inside.mills.edu/administration/provosts_office/student_awards.php) on the Mills website for a complete listing.

Honors at Entrance

The award of Honors at Entrance is made to a small number of entering first-year students each year to give recognition to students 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 12 regularly graded semester course credits and a semester GPA of 3.75 or above (3.55 or above for first-year students) are awarded academic honors at the end of each semester as a recognition of achievement.

Phi Beta Kappa Society

Seniors are elected as members of the Phi Beta Kappa Society 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. Each spring departments nominate outstanding students to the Academic Standing Committee for consideration. The minimum criteria for eligibility include a 3.7 GPA in the major courses, completion of at least half the courses in the major at Mills, and formal nomination by the major department. Departments may also impose additional requirements. Students should contact their major department to determine additional requirements.

Aurelia Henry Reinhardt Faculty Purse

This award, established in 1949 and announced at Commencement, provides a monetary award to an outstanding graduate to support graduate study abroad or in the US. No application is made; all members of the senior class are considered for the award, decided by the faculty as a whole.

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.

Staff Scholarship Prize for First-Year Achievement

Announced at Convocation, this award recognizes the returning sophomore who achieved the highest cumulative GPA during the first year. No application is made; all returning sophomores are considered for the award, decided by the faculty as a whole.

Mary Wetmore Prize for Sophomore Achievement

Established in 1926 and announced at Convocation, this monetary prize is awarded to the returning junior who achieved the highest cumulative GPA during the sophomore year. No application is made; all returning juniors are considered for the award, decided by the faculty as a whole.

Faculty Scholarship Prize for Junior Achievement

Established in 2006 and announced at Convocation, this monetary prize is awarded to the returning senior who achieved the highest cumulative GPA during the junior year. No application is made; all returning seniors 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.

Transfer credit

Transfer Credit Policy

Credit for work completed at accredited institutions before enrollment at Mills College must be submitted during the admission process and is subject to evaluations and approval by the College. The criteria for credit to transfer include, but are not limited to, the following:

1. A grade of "C-" or better is earned for the course.
2. 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.
3. Online courses which are considered as regular courses in a degree program 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.

**Transfer Credit Limitations**

The maximum transfer credit the College will accept for degree-seeking undergraduates is 80 semester course credits. Within this maximum, no more than 66 semester course credits may be from a community or junior college; and no more than 10 semester course credits of extension or correspondence work will be accepted for transfer. Credits obtained through international study or domestic exchange/visit are included in the 80-credit maximum. Credit for courses taken through cross-registration is not included in the 80-credit maximum. A maximum of 24 course credits of combined AP, international baccalaureate, and high school-credited college course credits will be accepted toward the Mills bachelor’s degree, this credit will be included in the 66-credit limit.

The maximum transfer credit the College will accept for students enrolling in the Nursing Certificate Program is 30. This limit also applies to students who entered the Mills BA or BS programs as transfer students and later enter the Nursing Program. Only 6 credits of the nursing science core courses may be accepted on transfer.

Students who are interested in transferring to Mills with a major in science should refer to the Guidelines for Junior Transfer Students Interested in Science Majors ([https://inside.mills.edu/academics/undergraduate/chem/transfer_guidelines_science_majors.pdf](https://inside.mills.edu/academics/undergraduate/chem/transfer_guidelines_science_majors.pdf)) on the Mills website.

**Transfer Credit for Current Students**

Credit for work completed elsewhere while a student is enrolled at Mills is subject to approval by the College. Students are encouraged to submit a Transfer Credit Verification form ([https://inside.mills.edu/student_services/registrar_and_records/forms.php](https://inside.mills.edu/student_services/registrar_and_records/forms.php)) (available online and in the M Center) to the M Center prior to enrolling in the course. The verification 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 (referred to as concurrent enrollment) must petition the Academic Standing Committee (ASC). (See Transfer Credit for Concurrent Enrollment.) Students who plan to take courses elsewhere during the summer need not petition the ASC but are encouraged to submit a Transfer Credit Verification form ([https://inside.mills.edu/student_services/registrar_and_records/forms.php](https://inside.mills.edu/student_services/registrar_and_records/forms.php)) to the M Center prior to enrolling in the course.

The student must provide the M Center with an official transcript from the outside institution immediately upon completing any course 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 (ASC), sophomores, juniors, and first-semester seniors may enroll concurrently at Mills and another institution not under a cross-registration agreement. A maximum of 3 semester course credits equivalent may be taken per semester. Concurrent enrollment must be approved by the ASC 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. 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 will not be included as a part of the student’s enrollment status for the purpose of financial aid. Concurrent enrollment is not permitted during a student’s final semester of enrollment.

**Transfer Credit for Domestic Exchange/Visit, International Study**

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 policies, equivalents, and limitations apply to these credits as to any transfer credit. These credits are included in the transfer limits stated above.

**Transfer Credit for Cross-Registration**

Students who participate in the Mills cross-registration program ([https://inside.mills.edu/student_services/registrar_and_records/cross_reg.php](https://inside.mills.edu/student_services/registrar_and_records/cross_reg.php)) will have their transfer credit evaluated upon receipt of the official transcript provided by the program or institution. Any course taken through cross-registration will appear on the Mills transcript regardless of the grade received and the grade will be calculated into the student’s GPA. Cross-registration courses are not included in the transfer credit limit; however, the student must still complete the residency requirement of a minimum of 43 Mills credits, which does not include cross-registration courses.

**Graduation and Commencement**

**Graduation**

Students must complete all requirements and at least 120 credits to receive the bachelor of arts (BA) or bachelor of science (BS) degree, or 60 credits to receive the nursing certificate. Mills College confers degrees three times per year.

**Graduation Date**

<table>
<thead>
<tr>
<th>Requirements Completed</th>
<th>Graduation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Term</td>
<td>September 1</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>January 2</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>Date of Commencement</td>
</tr>
</tbody>
</table>
Students completing the degree or certificate requirements “In Absentia” must provide the M Center with an official transcript of their completed remaining requirements. The graduation date will be the final term in which the work was completed.

**Degree Completion Options**

Undergraduate seniors who have no more than 8 credits outstanding to complete the degree may be eligible for two degree completion options. Students may choose to complete the degree requirements “In Absentia” (see Graduation "In Absentia" below) or may choose to utilize the Reduced Tuition Program (see Reduced Tuition Program below).

**Graduation "In Absentia"**

In exceptional circumstances, bachelor’s degree candidates may complete up to their final two courses, with a maximum of 8 semester course credits of work at another institution, provided they have completed at least 112 credits before leaving Mills, have not reached the transfer credit limit, and have no more than 8 credits which must be outside the major remaining to fulfill the degree. The same policy applies to nursing students with no more than 4 remaining credits.

Students must petition for “In Absentia” status by completing and submitting a Degree Completion Options Petition (https://inside.mills.edu/student_services/Registrar_and_Records/degree_completion_options_form.pdf), which specifies when and where the credits will be completed. Payment of the “In Absentia” fee (refer to Tuition and Fees (p. 161) for details on charges) can be submitted with the petition or charged to the student’s account. This non-refundable fee for “In Absentia” status will only be charged if the petition is approved. This fee is subject to change. Students may be “In Absentia” for a maximum of four semesters. A student who does not complete the degree or certificate within two years must apply for readmission to the College. In no case will the degree or certificate be granted unless the student has completed all requirements. “In Absentia” students are eligible to participate in Commencement.

Financial obligations to the College must be satisfied for the student to be eligible to apply for “In Absentia” status.

**Reduced Tuition Program**

Seniors needing no more than two classes with a maximum of 8 semester credits to fulfill all remaining requirements (4 credits for nursing students) may be eligible for the Reduced Tuition Program. The credits may fulfill any requirement such as elective, major, minor, general education or overall credits. Students may not cross-register under the Reduced Tuition Program.

To qualify, students must be no more than 8 credits from fulfilling all requirements to graduate including major, general education, elective and 120-credit requirements. A maximum of 8 credits may be completed through the Reduced Tuition Program. Students who have utilized the Reduced Tuition Program, who wish to take additional credits, can take them only for audit, and will be charged the part-time auditor fee.

Students petition for the Reduced Tuition Program by completing the Degree Completions Options Petition (https://inside.mills.edu/student_services/Registrar_and_Records/degree_completion_options_form.pdf). Mark the “Reduced Tuition Program” checkbox and submit the form to M Center. Please allow 10 business days for processing. Refer to Tuition and Fees (p. 161) for details on charges. The same policy applies to nursing students with no more than 4 remaining credits.

Students utilizing the Reduced Tuition Program will be charged regular student fees including ASMC, AC Transit, health insurance (as applicable) and Campus Comprehensive.

Students who choose the Reduced Tuition option will not be eligible to receive institutional financial aid, i.e., Mills College scholarships, grants and/or loans. Students are advised to meet with a financial aid counselor regarding eligibility for federal and/or state aid. To be considered for federal and/or state aid students typically must be enrolled at least half time and be making satisfactory academic progress for financial aid. Students also must not have exceeded the maximum number of semesters of financial aid eligibility.

Students utilizing the Reduced Tuition Program are eligible to participate in Commencement. In no case will the degree or certificate be granted unless the student has completed all requirements. Financial obligations to the College must be satisfied for the student to be eligible to apply for Reduced Tuition Program.

**Graduation Application**

An Undergraduate Application for Graduation (https://inside.mills.edu/student_services/Registrar_and_Records/forms.php) is required of all undergraduate students who anticipate completing their requirements, or who will be within 4 (nursing certificate) or 8 (BA or BS) credits of completing their requirements and wish to participate in the Commencement ceremony. The application must be submitted to the M Center by May 1 if graduating in subsequent fall term and Dec 1 if graduating in the subsequent spring or summer term. The application, available online (https://inside.mills.edu/student_services/Registrar_and_Records/forms.php), requires the student’s and advisor’s signatures. Incomplete or late graduation applications may result in the student not being included in Commencement. For further information, contact records@mills.edu.

**Expected Term of Graduation**

<table>
<thead>
<tr>
<th>Expected Term of Graduation</th>
<th>Graduation Application Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2019</td>
<td>May 1, 2018</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>December 1, 2018</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>May 1, 2019</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>May 1, 2019</td>
</tr>
</tbody>
</table>

**Commencement**

The Commencement ceremony, which takes place each May, includes formal conferral of the degree for students who have completed all requirements either in the previous summer, fall, or spring. Conferral of the degree is symbolized by the awarding of the bachelor of arts or bachelor of science hood and presentation of the diploma.

Students who have completed at least 112 credits toward their bachelor of arts or bachelor of science degree and who have no more than 8 credits remaining to fulfill all major and minor requirements are also eligible to participate in the Commencement ceremony. This same policy applies to nursing students who have no more than 4 credits remaining. Students who wish to participate must submit a graduation application. It is expected that these students will complete their remaining requirements at Mills, either during summer or fall immediately following Commencement, or petition the ASC to complete their degree “In Absentia” provided the remaining credits are...
not major requirements, and the student has not already reached the transfer credit maximum.

Seniors who are not eligible to participate in Commencement are encouraged to join other activities planned during the Commencement weekend. Contact the Division of Student Life (https://inside.mills.edu/administration/administrative_offices/office_of_student_life) for additional information.

Formal academic regalia are required of all students participating in the Commencement ceremony.

**Diplomas**

Diplomas for students who have completed their requirements in the summer are mailed in October. Diplomas for students who have completed their requirements in the fall are mailed in February. Diplomas for spring graduates are mailed in late June. The diploma bears the student’s full name as it appears in myMILLS (unless requested otherwise, in writing to the M Center), major, and the actual date of graduation. Minors and major concentrations are not recorded on the diploma. Latin honors, if applicable, are noted on the Mills College diploma. All other honors are not noted on the diploma.

The student must notify Academic Records of non-receipt of the diploma by:

- November 15 if degree requirements are completed by September 1;
- April 15 if degree requirements are completed by January 2, and;
- August 15 if degree requirements are completed by the last day of the spring term.

The student will need to order a replacement diploma and pay the replacement fee if notification is received later than the dates above.

Diplomas are mailed to the permanent address on file, (unless requested otherwise in writing to the M Center). To ensure the diploma is mailed to the correct address, the student must update their permanent address via the Mills Portal prior to their graduation date.

Diplomas will not be released under the following conditions:

- If a student is in financial default, the College may withhold the diploma until the financial obligations are met.
- If a student has any outstanding grades, the diploma will be held until all grades are received and recorded.
- If a student attended another institution through cross-registration during the final semester, the diploma will be held until an official transcript from the institution is received and reviewed and credit is granted.
- Diplomas for doctoral students will be released only upon receipt of the School of Education Diploma Release Form.

**Transcripts and Enrollment Verification**

**Transcripts**

The official Mills College transcript includes all levels of academic work completed at Mills, including undergraduate and graduate. All transcripts come in individually sealed envelopes, unless otherwise specified. Mills does not currently submit official transcripts electronically (escripts). Transcript requests are not processed if the student has an outstanding obligation to the College, financial or otherwise. We cannot accept phone or email transcript orders.

For the fastest service, Mills College has authorized the National Student Clearinghouse to provide online transcript ordering. The service allows payment with any major credit card or debit card with a credit card logo. Transcripts may be ordered online via the Mills Portal (https://gracie.mills.edu/sso/pages/login-ex.jsp) or by going directly to the National Student Clearinghouse secure site (https://secure.studentclearinghouse.org/tsorder/faces/TranscriptOrder?_afrLoop=9072420755108958&_afrWindowMode=0&_adf.ctrl-state=v0k93dibt_4/#firstload).

If you do not have a credit card, please submit a completed Transcript Request form or a written request with payment in the form of check, cash, or money order to the M Center. Checks are made payable to Mills College.

We cannot accept faxed Transcript Request forms and the requests cannot be processed without payment.

Written requests should be submitted to the M Center and include the following information:

- Your current name
- Name used while in attendance
- Social Security Number or Mills student ID number
- Dates of attendance
- Date of birth
- Number of copies
- Contact name and complete address of recipient(s)
- Your current mailing address and phone number
- Check or money order made payable to Mills College
- Your signature

**Fees**

- Transcript fee is $10 per copy.
- Rush delivery fee is an additional $25 per recipient.

**Service**

- Standard service requests are processed within 5 business days upon receipt and sent via Standard First Class mail.
- Rush and Rush International service requests are processed within 24 hours upon receipt and sent via overnight mail. Rush service may also be requested in person at the M Center.

Current students and alumnae with portal access may print an unofficial transcript at any time through myMILLS via the Mills Portal (https://gracie.mills.edu/sso/pages/login-ex.jsp).

**Degree and Enrollment Verification**

**Online Enrollment Verification**

There are two ways to obtain enrollment verification:
1. By submitting a request online through the portal or by paper for verifications to be mailed, picked up, or faxed;
2. By printing on demand via self-service through the student portal.

Requests can be made to include GPA.

Enrollment verification requests can be mailed, faxed, or held for pick up at the M Center. Students may request enrollment verification, at no charge, via myMILLS through the Mills Portal, by clicking on the “Enrollment Verifications and Loan Information” link in the main menu. Enrollment verification includes the following information:

- Current enrollment status: full time or part time
- Explanation of full-time status, including Mills semester course credits to semester units conversion
- Term beginning and end dates by term(s) requested
- Number of credits enrolled for term(s) requested
- Degree(s) status (awarded or pending)
- Expected graduation date and term
- Field of study (major)
- GPA (upon request)

Students who have a supplemental form(s) to be completed as part of the enrollment verification may bring the form(s) to the M Center and submit a paper request in person by completing the Enrollment Verification Request form, available in the M Center. Enrollment verification that does not require additional forms can be requested online via myMILLS.

Student Self-Service enables Mills College students, via the National Student Clearinghouse, to print official enrollment verification certifications on demand via myMILLS in the Mills Portal, at no charge. Mills College has authorized the National Student Clearinghouse to provide this service for its students. Enrollment verification certifications through the National Student Clearinghouse include the following information:

- Current and past enrollment status: full time or part time
- Current and past terms attended, including term beginning and end dates
- Expected graduation date and term

**Degree Verification**

Mills College has authorized the National Student Clearinghouse to provide degree verification at http://www.degreeverify.org. A nominal fee applies when degree verification can be confirmed.

Degree verification certifications include the following information:

- Name on school’s records
- Date awarded
- Degree title
- Official name of school: Mills College
- Major course(s) of study

**Third-Party Requests**

Students who receive requests from a third party for degree or enrollment verification may refer them to:

National Student Clearinghouse (http://www.studentclearinghouse.org)
To declare a minor, students must complete and submit a
Declaration of Minor form, available online (https://inside.mills.edu/
student_services/registrar_and_records/forms.php), before the
due date of their graduation application. Declaration of Minor forms
will not be accepted after the graduation application is due. Minor
requirements are listed under the appropriate department. The minor
advisor must be from the minor department.

Students may view information regarding their minor in myMILLS via
the Mills Resource Portal.
Mills College is looking for students with potential and desire to succeed in a rigorous academic environment. We seek a diverse group of individuals who exhibit intellectual potential, and strength of character. Admission is determined by a holistic review of the student’s overall academic record. While great weight is placed on academic records, we also consider leadership skills, character, and special talents.

A student’s high school or college record is generally the most reliable predictor of academic success. The application, writing samples, letters of recommendation, and 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.

It is recommended that applicants have taken college preparatory courses to include: 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. We strongly encourage students to challenge themselves by taking rigorous course work. 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.

All applicants must submit the Common Application (https://www.mills.edu/apply.php) or Mills College Application (https://www.mills.edu/apply.php) with a $50 application fee and the credentials outlined in the Applying for Admission section.

Deadlines

- November 1: Spring First Year and Transfer Admission
- November 15: Fall First Year Early Action (non-binding)
- January 15: Fall First Year Regular Decision
- March 1: Fall Transfer Admission

Notification

- End of December: Early Action
- Mid-March: Fall First Year Regular Decision
- Mid-April: Fall Transfer Admission
- Mid-November: Spring Admission

All offers of admission are contingent upon the satisfactory completion of classes in which the student is currently enrolled.

Application Requirements

Online application and application fee
Personal Essay and short answer question

Transcripts/Academic Record
Letter of Recommendation
Proof of English Language Proficiency (international applicants only)

Send all materials to:
Office of Admissions
5000 MacArthur Blvd.
Oakland, CA 94613-1301
admission@mills.edu

Mills College Undergraduate Admissions Policy for Transgender or Gender Questioning Applicants

Mills College is committed to the proud tradition as a women’s college at the undergraduate level with graduate programs for men and women.

Mills 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, co-curricular activities and residential facilities which it operates. Mills’ admission policies are informed by Title IX of the Education Amendments of 1972, which allows for single-sex admissions policies in institutions of higher education that have historically served women. Mills admits self-identified women and people assigned female at birth who do not fit into the gender binary at the undergraduate level; and all genders at the graduate level. Within these parameters, Mills does not discriminate on the basis of gender identity and expression in its admission policies, scholarship and loan programs, or in the educational programs, co-curricular activities and residential facilities which it operates.

Mills College admits students of all genders to its graduate programs, and “self-identified” women to its undergraduate programs. Mills shall not discriminate against applicants whose gender identity does not match their legally assigned sex. Students who self-identify as female are eligible to apply for undergraduate admission. This includes students who were not assigned to the female sex at birth but live and identify as women at the time of application. It also includes students who are legally assigned to the female sex, but who identify as transgender or gender fluid. Students assigned to the female sex at birth who have undergone a legal change of gender to male prior to the point of application are not eligible for admission.

Where there is a conflict between the student’s self-identified gender and the gender that appears on legal documentation such as an academic transcript or documents provided as part of the financial aid process, the student is strongly encouraged to contact the Office of Undergraduate Admissions for a discussion around their desire to attend a women’s college and how they self-identify in terms of gender. This self-identification shall be the driving force behind the College’s eligibility decision.

Once admitted, any student who completes the College’s graduation requirements shall be awarded a degree.
First-Year Students

Mills College welcomes admission applications from students interested in a rigorous academic environment and who exhibit intellectual potential, strength of character, and a love of learning. Admission to Mills College is selective and based on a holistic review of the admissions application and required supporting documents.

All first year applicants must submit the Common Application or Mills College Application with a $50 application fee and the credentials outlined in the Applying for Admission section.

Deadlines

- November 1: Spring First Year Regular Decision
- November 15: Fall First Year Early Action (non-binding)
- January 15: Fall First Year Regular Decision

Notification

- End of December: Fall First Year Early Action
- Mid-March: Fall First Year Regular Decision
- Mid-November: Spring Regular Decision

All offers of admission are contingent upon the satisfactory completion of classes in which the student is currently enrolled.

Transcripts/Academic Record

Candidates must submit an official high school transcript that 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 General Educational Development (GED) diploma or a state-approved high school equivalency are also eligible for admission and must submit official evidence of successful completion, in addition to the official high school transcript from the last school attended.

Secondary School Report

All candidates applying from secondary school should submit a school report form to their guidance counselor, college advisor, or principal. This can be submitted through the Common Application (http://www.commonapp.org) or using Mills’ secondary school report form (https://www.mills.edu/admission-aid/undergraduate-admissions/how-to-apply/first-year-students.php#Requirements).

Letter of Recommendation

All candidates are required to submit an academic letter of recommendation, preferably from a teacher, counselor or school administrator. The letter can be submitted through the Common Application (http://www.commonapp.org) or by using the Mills College application. Additional letters of recommendation will also be considered.

Entrance Examinations

Mills College does not require the SAT or ACT to be considered for admission.

International applicants must satisfy the English Language Proficiency Requirement (p. 169), often achieved through completion of a TOEFL, IELTS, ELS Certificate, or the Duolingo English Test (DET).

Interviews

An on-campus interview with an admission counselor is recommended as an opportunity for the College to become acquainted with the applicant and for the applicant to get to know the Mills College community. Students not able to visit campus may request an interview through Skype or FaceTime.

Deferrals/Gap Year

An admitted undergraduate student may request, in writing, to delay entrance for up to one semester. If a student defers from a fall to spring term, merit scholarships are guaranteed to carry over to the new delayed term. Spring to fall deferrals will result in a request for an updated FAFSA and be subject to a revised award. Student’s wishing to take a gap year will have application materials held, but will be reconsidered and reviewed for admission in the subsequent application pool. Offers of merit scholarships are not guaranteed to carry over beyond one concurrent semester.

Students wishing to take a gap year will have application materials held for a year, but will be reconsidered in the subsequent application and merit scholarship review.

Early Admission Option

An early admission option 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.

Homeschool

Mills welcomes homeschooled students to apply for admission by following the first-year student admission requirements. In addition, homeschooled students will need to submit official results of the GED or the California High School Proficiency Examination. Contact the Office of Admissions early in the application process to discuss your academic background.

Visiting Mills

Students considering Mills are always welcome to visit the campus (https://www.mills.edu/admission-aid/undergraduate-admissions/visit-mills). Arrangements for a tour, information session, or class visits, and, if desired, an overnight accommodation in a residence hall, can be made by contacting the Office of Admissions (https://www.mills.edu/admission-aid/undergraduate-admissions/visit-mills). In addition, special visit programs (https://www.mills.edu/admission-aid/undergraduate-admissions/visit-mills/upcoming-admission-events.php) are held throughout the academic year. Contact the Office of Admissions for more information.

The Office of Admissions is open Monday-Friday from 9:00 am to 4:00 pm; phone hours are 9:00 am to 4:00 pm. Interviews are offered between 9:30 am and 4:00 pm, Monday through Friday.

To contact the Office of Admissions:
International Students Admissions

Mills College welcomes applications from international students, which includes applicants seeking a student visa or US citizens living abroad. Mills College is authorized under federal law to enroll non-immigrant students. Admissions are selective and is based on a holistic review of the applications and the required supporting documents.

All international applicants must submit the Common Application or Mills College Application with a $50 application fee and the credentials outlined in Applying for Admission (p. 148).

Transcripts/Academic Records

A candidate must be eligible for a diploma from an approved secondary school and should be recommended for admission by their 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. Courses in progress must also be included.

If the transcript is in a language other than English it must be accompanied by a certified English translation. Applicants that have college or university level classes are required to have an official course-by-course evaluation done prior to admission by one of the member organizations of the National Association of Credential Evaluation Services (NACES [http://www.naces.org/members.html]).

Proof of English Language Proficiency

Non-native English speakers or students who have been in a non-English speaking culture for three or more years must show proof of English language proficiency. Mills College accepts the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), the Duolingo English Test (DET), the English Language School (ELS) Certificate, or SAT Critical Reading Test to satisfy the language proficiency requirement.

Mills College accepts certain conditions to fulfill the English Language Proficiency Requirement:

1. Minimum TOEFL score of 213 CBT or 80 IBT
2. Minimum SAT Critical Reading Test score of 600
3. Minimum ACT English and Reading subsection scores of 22
4. Minimum IELTS score of 6.5
5. Minimum IB English score of 4
6. Minimum AP English Language score of 3
7. English Language School (ELS) Certificate for Level 112
8. Minimum of three year’s attending an English speaking secondary school or four-year college or university
9. Completion of US transferable coursework equivalent to English 1A (writing) and/or English 1B (literature) with a grade of B or better

10. Successful completion of Education First (EF) C1 for undergraduate study.
11. Minimum DET score of 60%

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 they need additional help in English, they may have to obtain the services of a tutor at their own expense.

Conditional Admission

Conditional admission may be granted to students who have met the program academic requirements but have not yet satisfied the minimum English language proficiency requirement. This admission condition is determined by the Office of Admissions after a holistic review of all application credentials.

Students admitted under conditional admission must enroll in an English for Academic Programs course at an ELS Language Center and complete the ELS Level 112 Certificate, or meet the minimum TOEFL or IELTS requirements prior to enrolling at Mills. Conditional admission is valid for up to one year. Students who do not complete the language requirement in that time period must re-apply. To learn more, please visit the ELS Language Center.

Interviews

We strongly recommend that international students take the opportunity to get to know the college and their admission counselor by scheduling an admissions interview. Interviews can be done while visiting the college campus or can be scheduled through Skype or FaceTime. To request an interview, email admission@mills.edu.

Certification of Finances

A Certification of Finances (https://www.mills.edu/admission-aid/undergraduate-admissions/how-to-apply/international_supplement_application.pdf) form and official supporting bank documentation must be submitted prior to issuing an I-20 and before enrollment. Per US government regulation, an international applicant should have sufficient funds to meet the costs of tuition, fees, and living expenses in the United States for at least two years. Bank documentation must have an English translation and show available funds in US dollars. Faxed and photocopied materials are not considered official and will not be accepted.

International students may be eligible for a Mills College merit scholarship. The scholarship awards are based on academic performance, and the application evaluation. Since these scholarships do not meet the total cost of education and living expenses, international students are expected to meet these costs with their own funds. Unfortunately, international students are not eligible for any other type of financial aid at Mills.

US government regulations prohibit students with an F-1 student visa from off-campus employment. While the visa does allow for on-campus employment, Mills College is, regrettably, unable to offer on-campus jobs to international students.

Obtaining an I-20

It is important for international students to follow US Citizenship and Immigration Services (USCIS) regulations. International students must...
be in continuous full-time enrollment in order to maintain their valid student visa status.

The I-20 (also known as the Certificate of Eligibility for Nonimmigrant F-1 Student Status) will be provided only after the student has been offered admission, submitted a $300 nonrefundable enrollment deposit, and submitted the I-20 Request Form (https://inside.mills.edu/academics/undergraduate/catalog/documents/I-20-Transfer-Form.pdf).

The I-20 Request Form allows for international applicants to apply for an F-1 student visa to study in the United States. If the student has attended another US institution just prior to enrolling at Mills, they must complete the I-20 Transfer Request Form (https://inside.mills.edu/academics/undergraduate/catalog/documents/I-20-Transfer-Form.pdf) to have their SEVIS record transferred to Mills. A student may not obtain an I-20 from one institution and use it to attend another.

Deferrals/Gap Year

An admitted undergraduate student may request, in writing, to delay entrance for up to one semester. If a student defers from a fall to spring term, merit scholarships are guaranteed to carry over to the new delayed term. Spring to fall deferrals are subject to a revised award. Student’s wishing to take a gap year will have application materials held, but will be reconsidered and reviewed for admission in the subsequent application pool. Offers of merit scholarships are not guaranteed to carry over beyond one concurrent semester.

Visiting Mills

Students considering Mills are always welcome to visit the campus (https://www.mills.edu/admission-aid/undergraduate-admissions/visit-mills). Arrangements for a tour and information session, or class visits, and, if desired, an overnight accommodation in a residence hall, can be made by contacting the Office of Admissions (https://www.mills.edu/contact-us.php). In addition, special visit programs are held throughout the academic year. Contact the Office of Admissions for more information.

The Office of Admissions is open Monday-Friday from 9:00 am to 4:00 pm; phone hours are 9:00 am to 4:00 pm. Interviews are offered between 9:30 am and 4:00 pm, Monday through Friday.

To contact the Office of Admissions:

800.87.MILLS
510.430.2135 (for international or local students)
510.430.3298 (fax)
admission@mills.edu

Transcripts/Academic Records

Students currently enrolled in college should submit an official secondary school transcript with proof of high school graduation. The General Education Development (GED) diploma or state-approved high school graduation equivalency may be substituted for the high school diploma.

Entrance Examinations

Mills College does not require the SAT or ACT to be considered for admission.

International transfer applicants must satisfy the English Language Proficiency requirement (p. 169), often achieved through completion of a TOEFL, IELTS, ELS Certificate, or the Duolingo English Test (DET).

Interviews

An admission interview with an admission counselor is recommended as an opportunity for the College to become acquainted with the applicant and to acquaint the applicant as thoroughly as possible with Mills. Interviews are available on campus or through Skype or FaceTime. Applicants may also request an unofficial Credit Transfer Evaluation appointment (https://admissions.mills.edu/portal/request-campus-visit).
Deferrals
An admitted undergraduate student may request, in writing, to delay entrance for up to one semester. If a student defers from a fall to spring term, merit scholarships are guaranteed to carry over to the new delayed term. Spring to fall deferrals will result in a request for an updated FAFSA and be subject to a revised award. Student’s wishing to take a gap year will have application materials held, but will be reconsidered and reviewed for admission in the subsequent application pool. Offers of merit scholarships are not guaranteed to carry over beyond one concurrent semester.

Visiting Mills
We highly encourage students considering Mills to visit the campus (https://www.mills.edu/admission-aid/undergraduate-admissions/visit-mills). Arrangements for a tour and information session, or class visits, and, if desired, an overnight accommodation in a residence hall, can be made by contacting the Office of Admissions. In addition, special visit programs (https://www.mills.edu/admission-aid/undergraduate-admissions/visit-mills/upcoming-admission-events.php) are held throughout the academic year. Contact the Office of Admissions (https://www.mills.edu/contact-us.php) for more information.

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Nontraditional Students
Resuming Students
Resuming students are aged 23 and older and 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.

All resuming applicants must submit the Common Application (http://www.commonapp.org) or Mills College Application (https://www.mills.edu/apply.php) with a $50 application fee and the required credentials outlined in the Applying for Admission (p. 148) section.

Due Before Enrollment

Enrollment Deposit
A nonrefundable enrollment deposit of $300 is required of all entering undergraduate students by May 1 or within two weeks of the date of the admission letter, whichever is later. The fee will be applied toward the first payment of tuition and fees, and is nonrefundable.

Final Transcript
Final secondary school or college transcripts must be submitted to the Office of Admissions by July 1 for fall enrolling students and January 10 for spring enrolling students. Transcripts of summer session work
Due Before Enrollment

should be forwarded to the Registrar’s Office as soon as they are available.

These results must be received before a student will be allowed to enroll or before financial aid funds will be disbursed. Students may not be allowed to enroll if their final documents are not on file at Mills.

All offers of admission are contingent upon maintenance of the standard of performance on which admission was based.

Deferrals

An admitted undergraduate student may request, in writing, to delay entrance for up to one semester. If a student defers from a fall to spring term, merit scholarships are guaranteed to carry over to the new delayed term. Spring to fall deferrals will result in a request for an updated FAFSA and be subject to a revised award. Student’s wishing to take a gap year will have application materials held, but will be reconsidered and reviewed for admission in the subsequent application pool. Offers of merit scholarships are not guaranteed to carry over beyond one concurrent semester.

Room and Board Agreement

Students who will live in campus housing are required to submit a housing application and a one-time nonrefundable application fee of $250.00 by posted deadlines.

College Credit for Work Completed Prior to Enrollment

Please refer to Academic Regulations (p. 136) for policies regarding course credit for work completed prior to enrollment, including Advanced Placement (AP), International Baccalaureate (IB), national examinations, and the College-Level Examination Program (CLEP). A maximum of 24 semester credits of combined AP, IB and high school-credited college course credits will be accepted toward the Mills bachelor’s degree. Official score reports or examination results are required for college credit.

AP, IB, national examinations, and CLEP must be submitted to the Office of Admissions by July 1 for fall enrolling students and January 10 for spring enrolling students.
FINANCIAL AID

General Information

Mills College offers a comprehensive financial aid program of scholarships, 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 2017–18 the College awarded over $20 million in scholarships from its own funds. Over 90 percent of Mills students receive assistance directly from the 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 awarded based on demonstrated financial need, others are based solely on academic achievement, ability, and promise. From all sources, 92 percent of our undergraduate students received more than $31.7 million in aid in 2017–18. An installment payment plan and a federal parent loan program are also available to assist students in meeting educational expenses.

The M Center makes financial aid decisions each spring for first-year and transfer applicants who are admitted for the upcoming fall semester. Financial aid decisions for the spring semester are made later in the year. Applications from continuing undergraduates are reviewed once spring grades have been submitted to ensure that students have met the financial aid satisfactory academic progress standards. Appeals of financial aid decisions can be made to the Financial Aid Appeals Committee in the M Center.

How to Apply for Need-Based Financial Aid

To be considered for all financial aid programs administered by Mills, including institutional scholarships, students must file the applicable forms listed by the deadlines shown.

These forms may be obtained from high schools and colleges, online, or directly from the M Center.

Aid Application Forms and Deadlines

### Fall Applicants

<table>
<thead>
<tr>
<th>Type of Applicant</th>
<th>Application Form</th>
<th>Apply By</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>Free Application for Federal Student Aid (FAFSA)</td>
<td>Feb. 15</td>
</tr>
<tr>
<td></td>
<td>(<a href="http://www.fafsa.ed.gov">http://www.fafsa.ed.gov</a>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cal Grant GPA Verification Form (CA residents only)</td>
<td>Mar. 2</td>
</tr>
<tr>
<td></td>
<td>(<a href="http://www.csac.ca.gov">http://www.csac.ca.gov</a>)</td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>Free Application for Federal Student Aid (FAFSA)</td>
<td>Mar. 2</td>
</tr>
<tr>
<td></td>
<td>(<a href="http://www.fafsa.ed.gov">http://www.fafsa.ed.gov</a>)</td>
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</tbody>
</table>

### Spring Applicants

<table>
<thead>
<tr>
<th>Type of Applicant</th>
<th>Application Form</th>
<th>Apply By</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>Free Application for Federal Student Aid (FAFSA)</td>
<td>Nov. 1</td>
</tr>
<tr>
<td></td>
<td>(<a href="http://www.fafsa.ed.gov">http://www.fafsa.ed.gov</a>)</td>
<td>(CA residents applying for a Cal Grant must file FAFSA by Mar. 2)</td>
</tr>
<tr>
<td></td>
<td>Cal Grant GPA Verification Form (CA residents only)</td>
<td>Mar. 2 of the year preceding spring term</td>
</tr>
<tr>
<td></td>
<td>(<a href="http://www.csac.ca.gov">http://www.csac.ca.gov</a>)</td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
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</tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

1 The Federal School Code for Mills College is 001238.

Continuing and Returning Students

<table>
<thead>
<tr>
<th>Forms Required</th>
<th>When to Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Application for Federal Student Aid (FAFSA)</td>
<td>Mar. 2</td>
</tr>
<tr>
<td>Cal Grant GPA Verification Form (CA residents only)</td>
<td>Mar. 2</td>
</tr>
</tbody>
</table>

1 The Federal School Code for Mills College is 001238.
Verification Worksheet¹ and IRS Tax Return Transcript(s)²

Students selected for verification after filing the FAFSA must submit to the M Center a Verification Worksheet. In most instances, students selected for verification must also submit IRS Tax Return Transcripts for the student and/or parent(s) unless the IRS Data Retrieval Tool on the FAFSA is used to transfer tax data from the IRS to the FAFSA after federal tax returns have been filed. Copies of federal tax returns do not meet this federal government documentation requirement.

Dependent students selected for verification must submit IRS Tax Return Transcripts for the student and parent(s).

Independent students selected for verification must submit IRS Tax Return Transcripts for the student (and spouse, if applicable).

¹ Verification Worksheet (https://inside.mills.edu/student_services/financial_aid/forms.php)
² IRS Tax Return Transcript(s) (https://www.irs.gov)

Application forms and deadlines (subject to annual change) for continuing undergraduates may be obtained online or directly from the M Center each January for aid consideration for the next academic year.

Merit-Based Mills Scholarships for Entering Students

General Information

Financial aid based solely on merit is awarded upon entrance to Mills. Awards are 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 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. If her financial resources change, or if she fails to complete all requirements for disbursement of her aid in a timely manner.

Financial aid recipients who withdraw for any reason are subject to the College’s Tuition and Fees Adjustment Policy (p. 161) and Return of Federal, State, and Institutional Financial Aid Policy.

Janet L. Holmgren Presidential Scholarships

The Janet L. Holmgren Presidential Scholarship recognizes undergraduate and graduate students selected for academic merit and promise as leaders. While honoring President Emerita Janet L. Holmgren’s 20 years of leadership of Mills College. Five awards are made each year to entering first-year, transfer, and graduate students, with the awards ranging from $1,000–$10,000 each ($1,000–$5,000 per semester), depending on financial need. These scholarships are renewable annually based on availability of funding and as long as the recipient has documented financial need, maintains full-time enrollment, and continues to satisfy the financial aid academic progress standards. Students must submit a FAFSA (https://fafsa.ed.gov) to be considered for this scholarship.

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.

Presidential, Provost, Faculty, and Eucalyptus Scholarships

These scholarship programs recognize entering fall-term first-year students who have demonstrated scholastic achievement. These scholarships are awarded up to $26,000 each to contribute toward tuition charges of full-time first-year students. These awards, based on merit, are renewable annually as long as the recipient maintains full-time enrollment and satisfactory academic progress for financial aid. Eligibility is limited to a maximum of eight semesters. To qualify for consideration, a student must apply for admission by February 1. There are no special applications for these scholarships.

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.

Osher Reentry Scholarships

The Osher Reentry Scholarship Program recognizes entering undergraduate students who have experienced a cumulative gap in their education of five or more years and therefore face the unique challenges that come with pursuing a degree at an age older than traditional undergraduates. Students must have demonstrated financial need and academic promise, be pursuing their first baccalaureate degree, anticipate workforce participation for a significant period of time after graduation, and show a commitment to obtaining their degree. Awards of up to $6,000 (up to $3,000 per semester) are awarded to select entering students each year to contribute toward full- or part-time tuition charges. These scholarships are renewable annually as long as the recipient has documented financial need, maintains full- or part-time enrollment, and continues to meet the financial aid satisfactory academic progress standards. For transfer students, the number of semesters of eligibility is established by the initial graduation date defined by the M Center upon entrance to Mills. Students must submit a FAFSA (https://fafsa.ed.gov) to be considered for this scholarship.

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.

Phi Theta Kappa Scholarships

The Phi Theta Kappa Scholarship Program recognizes an entering transfer student who has been inducted into the Phi Theta Kappa Honor Society, an international two-year college honor society that recognizes both outstanding academic achievement and community service. Recipients should have a minimum cumulative 3.5 GPA. Priority consideration will be given to students who were enrolled full time. One scholarship in the amount of $5,000 is awarded each fall for the...
academic year. This merit award is renewable annually as long as the recipient maintains full-time enrollment and satisfactory academic progress for financial aid. The number of semesters of eligibility for transfer students is established by the initial graduation date defined by the M Center upon entrance to Mills. There is no special application for this scholarship, but students must submit a complete application for admission and provide proof of Phi Theta Kappa membership by March 1.

Science Awards
Arthur Vining Davis Science Scholarships
These scholarships recognize entering students who have demonstrated strong ability and interest in science, mathematics, and/or computer science. Up to two scholarships of up to $10,000 (up to $5,000 per semester) are awarded to contribute toward the tuition charges of full-time students 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 continues to satisfy the financial aid academic progress standards. The number of semesters of eligibility for entering first-year students is limited to eight semesters, while eligibility for transfer students is established by the initial graduation date defined by the M Center upon entrance to Mills. To qualify for consideration for the Arthur Vining Davis Science Scholarship, a student must apply and submit all required credentials by February 1. There is no special application for this scholarship.

Scheffler Pre-Medical Science Scholarships
The Scheffler Pre-Medical Science Scholarship Program recognizes entering students based on academic achievement and demonstrated interest in pre-medical science. Up to five Scheffler Scholarships of up to $5,000 each (up to $2,500 per semester) are awarded to contribute toward the tuition charges of full-time students entering in the fall semester. This award, based on merit, is renewable annually, providing the student continues her study in pre-medical science, maintains full-time enrollment, and continues to meet the financial aid satisfactory academic progress standards. The number of semesters of eligibility for entering first-year students is limited to eight semesters, while eligibility for transfer students is established by the initial graduation date defined by the M Center upon entrance to Mills. To qualify for consideration for the Scheffler Scholarship, a student must apply and submit all required credentials by February 1 and indicate her pre-medical interest on her admission application. There is no special application for this scholarship.

Vera M. Long Scholarship for Women in Science
The Vera M. Long Scholarship recognizes entering or continuing undergraduate women studying or majoring in chemistry, environmental science, or biochemistry/molecular biology who have demonstrated outstanding scholastic achievement. Students selected for this award must also have demonstrated leadership and collaboration abilities and/or have made meaningful contributions to their previous educational institutions or community. A number of scholarships are awarded to contribute toward the tuition charges of full-time students. This award, based on merit and need, is renewable annually, providing the student continues her study in chemistry, environmental science, or biochemistry/molecular biology; maintains full-time enrollment; and continues to meet the financial aid satisfactory academic progress standards.

This scholarship honors the memory of Vera M. Long, a Mills alumnus from the Class of 1935 and beloved Lifetime Trustee of the College, who cared deeply about the education of women at Mills.

International Students
Financial aid for international students is available only in the form of a Mills College merit-based scholarship. The scholarship awards are based on academic performance in school, school examination results, and the results of standardized tests. Unfortunately, these scholarships do not meet the total cost of tuition, fees, books, and living expenses. International students are expected to meet these costs with their own funds. There is no separate application form for scholarships. All students who submit admission applications and all required credentials by the published deadlines are considered for scholarships.

For the 2018–19 academic year, we estimate the international student educational and living expenses to be $44,000. To indicate the amount of funds available, students should submit the Certification of Finances form (https://www.mills.edu/admission-aid/undergraduate-admissions/how-to-apply/international_supplement_application.pdf), available on the Mills College website, and bank statement(s) with the application for admission.

Need-Based Scholarships and Grants
General Information
For most students, a financial aid package consists of gift assistance (grant or scholarship) and a student loan. In addition, work-study is offered to most students who have demonstrated financial need and 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 (p. 154). 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. The amount of a student’s financial aid will be reviewed annually and may be adjusted to reflect any significant change in financial circumstances.

The number of semesters of eligibility for entering first-year students is limited to eight semesters. For transfer students, the number of semesters of eligibility is established by the initial graduation date defined by the M Center upon entrance to Mills. Financial aid eligibility continues only to this expected date of graduation.

Mills offers need-based scholarships supported in large part by the Marie Dawn Simms Scholarship Fund.

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 Aid Application Forms and Deadlines (p. 154)).

In establishing eligibility, expenses related to attendance are considered: tuition, fees, room, and board payable to the College.
Federal Supplementary Educational Opportunity Grant (SEOG)
This is a federally funded grant program for undergraduates who have not received a baccalaureate degree. Funding is very limited. Applicants with exceptional financial need who apply for financial aid at Mills are considered. These federal grants range from $100 to $4,000 per year. To qualify, a student must be a US citizen or an eligible noncitizen.

California State Grants
A California resident who intends to apply for financial aid should also apply for a Cal Grant. The current deadline for the Cal Grant application is March 2 in order to be considered for the following academic year. The application for a Cal Grant consists of two documents: the FAFSA (https://fafsa.ed.gov) and the Cal Grant GPA Verification form (http://www.csac.ca.gov). The postmark filing deadline for both documents is March 2 preceding the academic year in which the student is applying.

Federal Direct Stafford Loan
This government program provides loans of up to $3,500 a year for first-year students, up to $4,500 a year for sophomores, and up to $5,500 a year for juniors and seniors, with an undergraduate aggregate limit of $23,000. Students must be enrolled in an eligible degree or certificate program and must demonstrate financial need for federal student aid in order to qualify. An origination fee is deducted proportionately from each loan disbursement. The federal government will pay the in-school interest which accrues on this loan as long as the borrower is enrolled at least half time. Repayment begins six months after the borrower graduates or drops below half time, and payments are made in installments over a period of up to 10 years with a standard repayment plan. Students who plan to borrow through the Federal Direct Stafford Loan program must complete all Federal Direct Stafford Loan requirements no later than November 15 for the fall semester and no later than April 15 for the spring semester.
to students who want an additional loan to supplement the Federal Direct Subsidized Stafford Loan. An origination fee is deducted proportionately from each loan disbursement. Unlike the Federal Direct Subsidized Stafford Loan, interest is charged throughout the life of the loan. The borrower is responsible for the interest from the time the unsubsidized loan is disbursed until it is paid in full. The borrower may choose to pay the interest charged on the loan or allow it to accrue (accumulate) and be capitalized (added to the loan principal) when the loan enters repayment. No repayment of the principal is required when the student is in school and enrolled at least half time, or during grace or deferment periods.

Repayment begins six months after the borrower graduates or drops below half time. A student does not have to demonstrate need for a Federal Direct Unsubsidized 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 Federal Subsidized Stafford Loans, are as follows:

<table>
<thead>
<tr>
<th>Status</th>
<th>Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent first-year students</td>
<td>$5,500</td>
</tr>
<tr>
<td>Dependent sophomores</td>
<td>$6,500</td>
</tr>
<tr>
<td>Dependent juniors and seniors</td>
<td>$7,500</td>
</tr>
<tr>
<td>Independent first-year students</td>
<td>$9,500</td>
</tr>
<tr>
<td>Independent sophomores</td>
<td>$10,500</td>
</tr>
<tr>
<td>Independent juniors and seniors</td>
<td>$12,500</td>
</tr>
</tbody>
</table>

The aggregate borrowing limit is $31,000 for dependent undergraduates (including Federal Subsidized Stafford Loan amounts) and $57,500 for independent undergraduates (including Federal Subsidized Stafford Loan amounts). Students who plan to borrow through the Federal Direct Stafford Loan program must complete all Federal Direct Stafford Loan requirements no later than November 15 for the fall semester and no later than April 15 for the spring semester.

Federal Direct 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.

An origination fee is deducted proportionately from each loan disbursement. Repayment typically begins after the final disbursement of the loan, and payments are made in installments over a period of up to 10 years. Parents who plan to borrow through the Federal Direct PLUS program must complete all Federal Direct PLUS requirements no later than November 15 for the fall semester and no later than April 15 for the spring semester.

Mills College Loan

This long-term student loan program, funded by Mills College, is designed for students with financial need who have exhausted their borrowing eligibility through government student loan programs. Borrowers must be registered full time and be in good financial standing with the College.

No interest accumulates on this loan while the borrower is enrolled full time at Mills or, subsequently, in a degree program at another institution of higher education. Repayment with an 8.5 percent interest rate begins nine months after the borrower ceases to be enrolled full time. The annual borrowing limit is $2,500. Depending on the amount of the loan, repayment may extend up to five years.

Private Loans

Private loans may assist with college expenses that may not be covered by federal loan programs or other financial aid. Private loans are offered by a number of lenders but typically are credit based and often have higher interest rates and fees than federal loans. Private loans which must be certified by the College can be certified for a maximum of the student’s estimated cost of attendance, as indicated on the student’s financial aid award letter, minus other aid the student will be receiving for the academic year.

Student Employment

General Information

Federal Work Study is a form of financial aid and is awarded to eligible students. Other student employment is also available. A work-study award does not guarantee employment but enables students to apply for jobs through listings available at Career Services. Payment for hours worked is funded through Federal Work Study Program funds. Typically, students offered on-campus jobs work 4 to 12 hours a week. The wide range of part-time jobs includes office work, data entry, reception and library duties, computer support, lifeguarding, and instructor assistant opportunities. Most jobs are on-campus, but some off-campus jobs may be available. Students who obtain Federal Work Study employment are paid for hours actually worked.

Resident Assistants

Resident assistants are paraprofessional staff members who work in the residential community to promote responsible community living. Hiring preference is given to students who have completed one full semester. Applications and information are available through the Division of Student Life.

Other Student Employment

Other forms of student employment are available at Mills. These are not considered financial aid and do not appear on a student’s award letter. Please visit the Career Services Center for more information about other student employment opportunities.

Please visit Career Services for more information about all forms of student employment, job postings, hiring processes and payment.

Rules and Regulations

Return of Federal, State, and Institutional Financial 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 Direct Stafford Loans, Perkins Loans, Direct PLUS Loans, Pell Grants, and Supplemental Educational Opportunity Grants (SEOG). The withdrawal date used to determine the return of federal funds is the date the student notifies the Division of Student Life of her intent...
to take a leave of absence or withdraw from the College. 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. However, if a student withdraws after 60 percent of the enrollment period has passed, no Title IV funds need to be returned.

Both Mills and the student may be responsible for returning federal funds to their source. Mills will return the lesser of the institutional charges times the percentage of unearned Title IV aid or the total amount 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:

1. Federal Direct Unsubsidized Stafford Loan
2. Federal Direct Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal Direct PLUS Loan
5. Federal Pell Grant
6. Federal SEOG
7. Other Title IV programs

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 federal grant amounts scheduled for return by the student.

The percentage of Mills College scholarship funds returned to the Mills College Scholarship Program will reflect, at a minimum, the same percentage used to determine the tuition adjustment for which a student may be eligible. However, up to 100 percent of a student’s Mills College scholarship funds may be returned to the Mills College Scholarship Program if a student has a credit balance after the adjustment for tuition and/or room and board is made and the amount of unearned Title IV aid due from Mills is returned to the Title IV aid programs. In this event, 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:

1. Mills College Loan
2. Institutional scholarships and/or state grants

If there is a 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.

If there is a balance remaining on the student’s account after all aid is returned, a billing statement will be issued. Payment is due upon receipt.

The federal formula for the return of Title IV funds is available upon request from the M Center in Carnegie Hall.

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.

Satisfactory Academic Progress Requirements

A. Qualitative Standards

Undergraduate students must maintain a minimum cumulative grade-point average (GPA) of 2.0.

Graduate, credential, and certificate students must maintain a minimum cumulative GPA of 3.0 and cannot receive an F (Failing) grade for any course.

B. Quantitative Standards

All Undergraduate and Graduate students must complete at least 67% of all attempted credits.

C. Attempted & Completed Credits

 Attempted credits are enrolled credits as of the end of day on the add deadline for a term. Courses dropped after this date count as attempted.

 Completed credits are earned credits for which credit is received. Courses in which a student receives a grade of “F”, “I”, “IE”, “NP”, “UV” or “W”, will be counted as attempted credits but will not be counted as completed credits for SAP purposes.

D. Transfer Credits

Transfer credits are counted as attempted and completed for the term in which the student was enrolled in those courses. Transfer credits can only be counted after Mills has received official transcripts documenting those credits.

E. Grades

Courses for which a grade of “F”, “I”, “IE”, “NP”, “UV” or “W” is received are counted as attempted but not completed. Ungraded courses dropped after the add deadline but before the withdrawal deadline are counted as attempted but not completed. Course repeats are counted as attempted and completed if a satisfactory grade is received.

Courses for which a grade of “I” is received are counted as attempted but not completed, but a student may be petition the Financial Aid Office to perform a second review if the “I” grade contributed to a student failing to meet SAP requirements, if a letter grade is given before the end of the term following the term in which the course in
Financial Aid Probation and Disqualification

The Financial Aid Office reviews SAP annually after the end of the Spring semester. If a student is found to have met SAP requirements no further action will be taken and the student may remain eligible to receive financial aid.

Failure to meet SAP requirements

Students who do not meet the qualitative or quantitative requirements at the end of the academic year are no longer eligible to receive financial aid. Disqualified students may appeal and, if the appeal is approved, be placed on financial aid SAP probation.

Failure to Complete Degree

Students who do not complete their degree within the maximum time frame are not eligible to receive financial aid.

Probation

Students who appeal and are placed on financial aid SAP probation are eligible to receive financial aid during the probation period. Probation may last for up to two semesters. No additional semesters of probation are available. Students on financial aid SAP probation are eligible to receive aid funds during probationary terms.

Failure to Comply

Failure to meet the qualitative and quantitative requirements or standards set in an academic plan approved by the Financial Aid Office (see the “Appeals Process” section below) during a probationary term will result in final financial aid disqualification. Students who are in final financial aid disqualification are ineligible to receive financial aid and may not appeal for subsequent terms of probation. Students on financial aid SAP probation are strongly encouraged by the Financial Aid Office to meet with the Division of Student Life in order to plan for academic recovery. Graduates students who are placed on a probationary term are encouraged to meet with their academic advisor. The Financial Aid Office sends the notice of financial aid SAP disqualification to students.

Appeals Option & Process

Students who become ineligible for financial aid due to SAP and have experienced extenuating circumstances that have had a direct effect on performance may submit an appeal to request continued financial aid eligibility through a period of probation. The deadline to submit an appeal is the end of the first week of the fall semester following disqualification. For example, if you are disqualified after the Spring 2017 semester, your deadline to appeal is the end of the first week of the Fall 2017 semester.

A. Basis for Appeal

Appeals for re-establishing eligibility may be based on extenuating circumstances that have prohibited the student from meeting SAP standards during the probationary period. Extenuating circumstances must be supported by official documents. Examples of extenuating circumstances are:

- Death of an immediate family member.
- Documented illness.
- Major accident or injury (self, child, or parent).
- Victim of a crime or unexpected disaster.

B. How to Appeal

Students must complete and submit a Mills College Academic Progress Appeal Request Form, along with official supporting documentation, the student’s statement, and a current educational plan. Incomplete forms will be returned to the student.

C. Appeal Review

The Financial Aid Appeals Committee is made up of representatives from Financial Aid and the Division of Student Life. The Committee will review requests and take one of four actions:

- Approve reinstatement on probation.
- Approve reinstatement on probation with an academic plan.
- Request that the student provide additional information.
- Deny the appeal.

D. Notification of Appeal Decision

The Financial Aid Office will notify the student in writing of the decision on the appeal.

E. Academic Plan

An academic plan may be offered by the committee if the committee both agrees to reinstate the student and believes that the student cannot realistically make SAP within one standard academic year. The academic plan will provide alternative milestones and may require more frequent review of the student’s academic progress.
EXPENSES

2018–19 Undergraduate Tuition and Fees

Students must pay in full or arrange payment via a payment plan for all semester charges (minus applicable financial aid) by August 1, 2018, for the fall semester and January 2, 2019, for the spring semester. Students are responsible for monitoring their account balance and for verifying payments regardless of who is handling the finances.

Charges incurred after the term begins are added to the student account when the action occurs and are due immediately. The College reserves the right to change fees at the beginning of any semester.

Full-Time Undergraduate Tuition and Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Semester</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$14,382.50</td>
<td>$28,765</td>
</tr>
<tr>
<td>ASMC Fee</td>
<td>$100</td>
<td>$200</td>
</tr>
<tr>
<td>AC Transit Fee</td>
<td>$64.50*</td>
<td>$129*</td>
</tr>
<tr>
<td>Campus Comprehensive Fee</td>
<td>$581.50</td>
<td>$1,163</td>
</tr>
<tr>
<td>Student Health Plan (estimate)</td>
<td>$1,227.50</td>
<td>$2,455</td>
</tr>
</tbody>
</table>

Part-Time Undergraduate Tuition and Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Semester</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Credit</td>
<td>$1,199</td>
<td>Varies</td>
</tr>
<tr>
<td>ASMC Fee</td>
<td>$100</td>
<td>$200</td>
</tr>
<tr>
<td>AC Transit Fee</td>
<td>$64.50</td>
<td>$129</td>
</tr>
<tr>
<td>Campus Comprehensive Fee</td>
<td>$581.50</td>
<td>$1,163</td>
</tr>
<tr>
<td>Student Health Plan (estimate)</td>
<td>$1,227.50</td>
<td>$2,455</td>
</tr>
</tbody>
</table>

Auditor Fees

Full-time students are not charged for auditing classes. Part-time Mills students are charged $500 per audited course. Non-Mills students are charged $750 per audited course, including alumnae auditors.

Tuition

Students enrolled in 12 - 18 credits will be charged the full-time tuition rate. Students enrolled in fewer than 12 credits will be charged the per-course-credit rate. Students enrolled over 18 credits will be charged the full-time rate plus the overload fee per .25 credits above 18 credits.

Students enrolled in a SASS approved reduced course load are charged tuition per the 2018-19 Undergraduate Tuition and Fees charts above and are subject to the standard Billing and Payments Policy and Tuition and Fees Adjustment Policy. Such students are therefore encouraged to establish reduced course loads prior to the first day of the semester.

ASMC Fee

The Associated Students of Mills College (https://inside.mills.edu/academics/undergraduate/catalog/dsl_student_government.php) (ASMC) collects this fee to support student activities. This fee cannot be waived or petitioned.

AC Transit Fee

The ASMC voted to participate in the Alameda-Contra Costa Transit EasyPass program, which allows all undergraduate students an unlimited bus pass. Students are charged this fee in exchange for the bus pass. This fee cannot be waived or petitioned.

The AC Transit fee amount is based on 2017–18 academic year amount and has not been finalized for 2018–19.

Campus Comprehensive Fee

The Campus Comprehensive Fee supports basic medical services at the Mills Student Health Center, the technology infrastructure, and some public safety services such as the Mills shuttle. Each Mills student is allowed use of the Mills shuttle. The Campus Comprehensive Fee cannot be waived or petitioned.

Student Health Plan

Fall semester insurance coverage runs from August 15–January 14. Spring semester insurance coverage runs from January 15–August 14.

The Mills Student Health Plan consists of medical and dental coverage.

All Mills students are required to waive or enroll in the Student Health Plan each fall term during open enrollment. July 10–September 10 for the fall semester or December 1–January 31 for the spring semester. Any student who does not waive or enroll in the Student Health Plan will be charged a $150 late fee.

Students returning from study abroad, a leave of absence or who are readmitted or reinstated to Mills mustwaive or enroll during open enrollment of the semester they return to Mills. Students who are readmitted/reinstated after open enrollment closes must contact the Manager of Wellness and Community Outreach in the Division of Student Life.

If a student’s health insurance provider changes, they must submit new insurance information to the director of wellness and community outreach in the Division of Student Life.

Students who have a waiver on file and wish to reverse it due to loss of coverage may submit a Student Health Plan Enrollment/Change form to the director of wellness and community outreach in the Division of Student Life.

Dependent Rates

The student must be enrolled in the student health plan to be eligible to add dependents or partner/spouse coverage.

<table>
<thead>
<tr>
<th>Dependent</th>
<th>Semester</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner/spouse</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Child/each</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

1 All rates are in addition to the Student Health Plan charge and will be assessed to the student’s account. Dependent coverage includes medical through Aetna only. Dental is not included.
Reduced Tuition Program
Seniors needing no more than 8 credits to fulfill all remaining graduation requirements may be eligible for reduced tuition. Eligibility requirements are outlined in the Graduation section (https://inside.mills.edu/academics/undergraduate/catalog/graduation.php) of this catalog. A maximum of two courses for a maximum of 8 credits may be completed through the Reduced Tuition program at a reduced rate of $850 per credit. Additional courses may be taken as audit and are charged the $500 per course audit fee. Students will be charged mandatory fees including ASMC, AC Transit, Student Health Plan and Campus Comprehensive.

Summer Tuition and Fees
Mills offers a limited number of courses and academic opportunities for programs during the summer. Tuition rates and administrative fees for summer terms can be found in the Summer Tuition (https://inside.mills.edu/student_services/student_accounts/summer_tuition.php) page.

Billing and Payments
Billing Statements
Registered students will receive an electronic bill one month prior to the payment deadline for each semester. New and continuing students who have not registered will receive an estimated bill based on their designated enrollment status.

eBilling enables students to view, print, and download their billing statements from the web. Students may authorize any third party to receive a copy of their eBill by creating an authorized user account, which permits Mills College to release information regarding their student account to parents, spouses, and other designated individuals. Current activity for the last 30 days can be reviewed on the CASHNet payment portal by clicking on the Accounts Billing & Payments link under myMILLS Resources or the Account Summary by Term under Student Accounts in myMILLS.

Students and authorized users are notified by email when an eBill is available for viewing. Paper bills are only mailed if special arrangements are made with Student Accounts. A written request will need to be made to stuaccts@mills.edu. There will be a $25 per semester per address charge for requesting paper bills. The charge will appear on the student’s account.

Students who take a leave of absence from the College and who have an outstanding balance will be billed within 50 days of their official leave of absence date. Students who have withdrawn from the College and who have an outstanding balance will be billed by Mills College Collections.

Payment Policy
Students must pay in full or make satisfactory payment arrangements by August 1, 2018, for the fall semester and January 2, 2019, for the spring semester. Satisfactory payment arrangements means that a student has made and documented arrangements to pay a remaining balance. This may include payment in full, an approved and current monthly payment plan, awarded and accepted grants and scholarships, accepted student loans for which all requirements have been completed, approved and certified private or PLUS loans, and/or documented outside scholarships or other outside monetary benefits.

Students are responsible for monitoring their account balance and for verifying payments regardless of who is handling the finances.

Charges incurred after the term begins are added to the student account when the action occurs and are due immediately. The College reserves the right to change fees prior to the start of instruction of any semester.

2018-2019 Payment Deadlines & Other Important Dates

<table>
<thead>
<tr>
<th>Payment</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bills are sent to students</td>
<td>June 30</td>
<td>November 19</td>
</tr>
<tr>
<td>Payment or Satisfactory Payment Arrangements due</td>
<td>August 1</td>
<td>January 2</td>
</tr>
<tr>
<td>Second Bill sent with late fee charged</td>
<td>August 2</td>
<td>January 3</td>
</tr>
<tr>
<td>Students with unpaid accounts are dropped from their courses</td>
<td>August 8</td>
<td>January 9</td>
</tr>
<tr>
<td>Last day to clear accounts</td>
<td>Add Deadline TBD</td>
<td>Add Deadline TBD</td>
</tr>
</tbody>
</table>

Payments in Full
Students wishing to pay their tuition and fees in full can pay by cash, check, foreign currency bank transfer, wire transfer (email the Finance Office at finance@mills.edu for wire transfer information), or electronically through a checking or savings account. Payments by electronic checking or savings accounts can be made online. All fees are payable in US dollars.

Payments by Installment
Students who prefer to pay their balance in installments may set up a monthly payment plan online through the Mills Portal. Each semester, students pay an enrollment fee and then equal monthly installments. by automatic bank withdrawal, check, cash, or credit card. All fees are payable in US dollars. Students who do not meet the installment payment deadlines may be assessed a late payment fee each month.

Late Payments
Accounts with past due balances are subject to late payment fees of up to $250 per term. Students are provided with a grace period following the payment deadline before they are dropped from all registered classes. Students who have not made satisfactory payment arrangements by the end of the grace period will be dropped from their classes, have a hold placed on their account and will not be allowed to occupy on-campus housing.

A hold may be placed on a student’s account for overdue balances. This hold will prevent students from accessing services such as registration, ordering transcripts, and receiving their diploma or certificate. Students’ accounts must be paid in full before a diploma, transcript, or certificate can be issued.

Students on leave of absence or with In-Absentia Thesis In-Progress, or Dissertation In-Progress status who do not pay their outstanding balance by the due date on their first bill will be assessed a semester late fee that starts at $25 and increases by $25 increments, e.g.
Recovering from Late Payment

Students who were dropped from their courses due to unpaid balances still have the opportunity to resolve their student account and be cleared to re-register prior to the add deadline. Students must pay in full or make satisfactory payment arrangements in order to clear their student account. Once the account is resolved, the related hold(s) will be removed and the student will be cleared to register in classes.

Administrative Withdrawal

All students not registered, including those who were dropped from their classes due to unpaid balances, are subject to the Administrative Withdrawal policy, available here.

Tuition and Fees Adjustment Policy

Leave of Absence or Withdrawal

All students considering a leave of absence or withdrawal should refer to the Leave of Absence and Withdrawal sections in the Academic Regulations part of this catalog for the official procedure. All financial aid recipients considering a leave of absence or withdrawal should also review the Return of Federal, State, and Institutional Financial Aid Policy in the Financial Aid section of this catalog.

The leave of absence/withdrawal date is the date the student provides notification to the Division of Student Life of their intent to take a leave of absence or withdraw from the College. Once a student has completed the procedure for a leave of absence or withdrawal from the College, a tuition adjustment will be applied to their student account which, in turn, may or may not result in a refund to the student. A student will receive a refund only if there is a credit balance on the student’s account after the tuition adjustment has been made and after federal, institutional, and/or state financial aid has been returned to the programs, according to the Return of Federal, State, and Institutional Financial Aid Policy.

No mandatory fees, such as the campus comprehensive fee, ASMC fee, AC Transit fee, and installment fees if enrolled in a payment plan, will be credited as of the first day of instruction.

Tuition charges will be adjusted as follows:

<table>
<thead>
<tr>
<th>Official Date of Notification</th>
<th>Adjustment</th>
</tr>
</thead>
</table>
| Before first day of instruction | • All tuition charges and fees credited 100%  
|  | • Enrollment deposit is forfeited. |
| First day of instruction through add deadline | • Credited 90% of tuition charges only.  
|  | • Mandatory fees will not be credited and the enrollment deposit is forfeited.  
|  | • The Student Health Plan charge will be credited 100% only if neither the student nor their dependents (if dependent coverage is purchased) have used any health services. |

After add deadline | • No credit of any tuition or fees including the Student Health Plan charge.  
|  | • Enrollment deposit is forfeited. |

This policy is only for tuition and fees related to your registration. Residential students who take a leave of absence or withdraw from the College will be released from their housing agreement once their leave is filed, they have moved out of housing and turned in all their keys. Their costs will be prorated based on the night all keys have been returned and move out confirmed (see Deposits and Refunds). A credit for housing and dining will be calculated for the remainder of the semester based on a nightly rate.

Change in Enrollment Status

Full-time students who drop from full-time to part-time, part-time students who reduce credits or drop courses, or students taking overload credits who drop credits will have their tuition charges adjusted according to the below schedule. Financial Aid may also be adjusted to reflect a change in enrollment status. Students should consult with a financial aid counselor before changing their enrollment status. This adjustment may or may not result in a refund to the student. The change in enrollment status may also impact the student’s ability to meet the satisfactory academic progress requirements to maintain financial aid eligibility for future semesters.

The campus comprehensive fee, ASMC fee, AC Transit and Student Health Insurance fees are not prorated for part-time status.

<table>
<thead>
<tr>
<th>Official Date of Notification</th>
<th>Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first day of instruction</td>
<td>• Credited 100% of tuition charges associated with the reduction of credits</td>
</tr>
<tr>
<td>First day of instruction through add deadline</td>
<td>• Credited 80% of tuition charges associated with the reduction of credits</td>
</tr>
<tr>
<td>After add deadline</td>
<td>• No credit</td>
</tr>
</tbody>
</table>

Billing for Academic Opportunities Off Campus

Domestic Exchange

Mills students participating in the domestic exchange program (p. 130) pay Mills’ full-time tuition, fees, room, and board. Students must pay or arrange payment by the regular payment deadline of August 1, for fall or January 2 for spring.

Students participating in the domestic exchange program (p. 130) from another institution pay their home institution’s full-time tuition, fees, room, and board. These students should contact their home institution for payment deadlines.

Domestic Visit

Mills students participating in the domestic visit program (p. 130) will have the invoice for tuition and housing sent by the domestic visit program to the M Center. The M Center will pay the program directly. The amount billed by the program is posted to the student’s account and a bill with the payment deadline will be sent to the student. If the student does not end up participating in the program, and Mills has
already paid the program, the charge will remain on the student’s account. In this case, the student should contact her specific program to determine if she is eligible for any adjustment to her program charges. Students going on domestic visit are not required to meet the August 1, for fall or January 2, for spring, payment deadlines. However, students who typically pay their charges through installments are encouraged to set up a monthly payment plan online and begin making payments based on the estimated costs provided by the program. Once the bill is received, the student’s payment plan budget can be adjusted to reflect the actual program costs.

Students attending Mills under the domestic visit program (p. 130) will be billed by their home institution for Mills tuition, fees, room and board. These students should contact their home institution for payment deadlines.

**International Exchange**

Mills students participating in the international exchange program (p. 130) pay Mills’ full-time tuition, ASMC fee, room, and in some cases, board. Students must pay or arrange payment by the regular payment deadline of August 1, for fall or January 2, for spring.

Students attending Mills under the international exchange program (p. 130) will be billed by their home institution for Mills tuition, fees, room and board. These students should contact their home institution for payment deadlines.

**Study Abroad**

Mills students participating in study abroad (p. 130) can expect the invoice for tuition and housing to be sent by the study abroad program to the M Center. The M Center will pay the program directly. The amount billed by the program is posted to the student’s account and a bill with the payment deadline will be sent to the student. If the student does not end up participating in the program and Mills has already paid the program, the charge will remain on the student’s account. In this case, the student should contact her specific program to determine if she is eligible for any adjustment to her program charges. Students going on study abroad are not required to meet the August 1 or January 2 payment deadlines. However, students who typically pay their charges through installments are encouraged to set up a monthly payment plan online and begin making payments based on the estimated costs provided by the program. Once the bill is received, the student’s payment plan budget can be adjusted to reflect the actual program costs.

**Special Course Fees and Additional Program Costs**

**Art (Studio)**

An additional studio fee is required for each studio art class. The fee varies for each area of concentration ($125–$300). If a student drops by the add deadline a class that has a studio fee, the fee will be reversed; otherwise, the fee will remain on the student’s account.

**Book Art**

Book art studio fees range from $100–$250. If a student drops a studio class by the add deadline the fee will be reversed; otherwise, the fee will remain on the student’s account.

**Dance**

Dance majors should expect to incur additional costs related to performances and their senior recital. Contact the department for additional information. All undergraduate dance majors and minors are charged a $150 a semester Wellness fee. Non-Dance major and minor students registered in a Repertory Dance Company course are also charged a $150 Wellness fee.

**Music**

Individual instruction fees, which are in addition to the course credit fee, provide for 14 hours of lessons for voice and instruments, and 7 hours for composition lessons. Fees range from $700–$2,000, 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.

**Physical Education**

PE Course fees charged upon registration: Healthy Eating $40, Intro to Sports Medicine $10. If a student drops a class by the add deadline, Mills will reverse the fee; otherwise, the fee will remain on the student’s account.

Fees paid to outside vendors: Sailing class has a fee payable to City of Oakland $35. American Red Cross charges fees ranging from $50 to $150 for courses such as First Aid/ CPR-AED, Lifeguard Training, and Water Safety Instructor. Equestrian classes have a fee payable to the stables (Historically, fees have been around $450, future fees to be determined by new stables). Fees payable to outside vendors are subject to the vendor’s refund policy.

**Other Administrative Fees and Charges**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Late Fees</strong></td>
<td></td>
</tr>
<tr>
<td>Late Add. Drop, or Withdrawal</td>
<td>up to $250</td>
</tr>
<tr>
<td>Late Emergency Loan Repayment</td>
<td>$25</td>
</tr>
<tr>
<td>Late Health Plan Waiver</td>
<td>$150</td>
</tr>
<tr>
<td>Late Payment (Aug. 1/Jan. 2)</td>
<td>up to $250</td>
</tr>
<tr>
<td>Late Payment Plan Payment</td>
<td>$50</td>
</tr>
<tr>
<td><strong>Other Fees</strong></td>
<td></td>
</tr>
<tr>
<td>Credit by Examination Fee</td>
<td>$300</td>
</tr>
<tr>
<td>Housing Damage Charge</td>
<td>Variable</td>
</tr>
<tr>
<td>‘In Absentia’ Fee</td>
<td>$300</td>
</tr>
<tr>
<td>Overload Fee</td>
<td>$850/credit</td>
</tr>
<tr>
<td>Payment Plan Enrollment Fee</td>
<td>3% of balance up to $300/ semester</td>
</tr>
<tr>
<td>Reinstatement Processing Fee</td>
<td>$150</td>
</tr>
<tr>
<td>Returned Payment Charge</td>
<td>$35</td>
</tr>
<tr>
<td>Returned eRefund</td>
<td>$35</td>
</tr>
<tr>
<td>Reissued Refund Check</td>
<td>$20</td>
</tr>
<tr>
<td>Traffic Fine</td>
<td>Variable</td>
</tr>
</tbody>
</table>

1 Any late fees that are reversed due to a student’s status changing from active to inactive may be reinstated if the student becomes active again.
2 There is a charge for each returned payment. After a payment is returned, the College will only accept payment via guaranteed funds (cash, cashier’s check, money order, or electronic transfer) for one calendar year.
Financial Petitions
The Financial Petition Committee reviews all petitions that relate to the late payment fee, late registration fee, and tuition adjustments related to leave of absences or withdrawals. Petitions must be submitted to the M Center in writing during the semester in which the charge has been assessed or it will not be reviewed. Students may not re-petition the same charge once a decision has been made unless new information is presented. The Financial Petition form (https://inside.mills.edu/student_services/student_accounts/financial_petition.pdf) is available online.

Late health plan waiver fee petitions are available through the Health Programs Office in the Division of Student Life.

Traffic fines must be appealed directly to Public Safety.

Refunds
If there is a credit balance on a student’s account, a refund may be issued.

Credit balances resulting from financial aid disbursements will be refunded automatically without a request from the student. Refunds generated by a Federal Direct Parent PLUS Loan will be issued as a paper check to the parent borrower unless the parent specifies that the refund should be issued to the student.

Credit balances resulting from cash, check, or payroll/stipend overpayments will be refunded to students upon written request to stuaccts@mills.edu. The College reserves the right to hold a refund resulting from a check overpayment for 14 days. Credit balances resulting from credit card transactions will be credited back to the original card and are not refundable in the form of a check.

Financial aid for students participating in a Mills-approved international visit, domestic visit, international exchange, or domestic exchange program is disbursed upon receipt of enrollment verification from the program. Refunds resulting from the disbursement of financial aid will be issued at this time.

Students who would like their refund deposited directly into their bank account can enroll in eRefund in the portal. Paper checks are issued and mailed by the Finance Office. Electronic and paper refunds are issued weekly. A fee is charged to the student account for any refunds that are returned due to inaccurate bank account information or reissued due to non-receipt.

Tuition adjustments caused by an official leave of absence, withdrawal, or change in enrollment status may or may not result in a refund to the student. Please review the Tuition and Fees Adjustment Policy for detailed information.

Residence and Meal Plan Rates
For information regarding the housing fee, click here (https://inside.mills.edu/campus_life/housing/deposits_refunds.php).

Residence Rates for the 2018–19 Residence Agreement

<table>
<thead>
<tr>
<th>Option</th>
<th>Semester Rate</th>
<th>Rate for Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Room</td>
<td>$3,532</td>
<td>$7,064</td>
</tr>
<tr>
<td>Double Room (two occupants, per person)</td>
<td>$3,111</td>
<td>$6,222</td>
</tr>
<tr>
<td>Super Single Room (double room with only one occupant)</td>
<td>$4,370</td>
<td>$8,739</td>
</tr>
<tr>
<td>Single Room in Two-Bedroom Suite</td>
<td>$4,443</td>
<td>$8,884</td>
</tr>
<tr>
<td>Larsen House (participation in shared Community Supported Agriculture Box program is required)</td>
<td>$4,665 + $63 fee for CSA Box</td>
<td>$9,331 + $127 fee for CSA Box</td>
</tr>
<tr>
<td>Ross House</td>
<td>$4,665</td>
<td>$9,331</td>
</tr>
<tr>
<td>Prospect Hill Apartments</td>
<td>$4,665</td>
<td>$9,331</td>
</tr>
<tr>
<td>Courtyard Townhouses</td>
<td>$4,848</td>
<td>$9,696</td>
</tr>
<tr>
<td>- Joan Danforth House</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Vivian Stephenson House</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clare Springs House</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(nine-month agreement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underwood Apartments (ten-month agreement)</td>
<td>$9,067</td>
<td>$18,134</td>
</tr>
</tbody>
</table>

Residential rates for 2018–19 include the use of laundry equipment.

Residence Facilities for Graduate Students
Graduate women have the option of living in any upper-class residence hall, Ross House, or the Courtyard Townhouses. Graduate men will only be assigned to the Courtyard Townhouses and Ege Hall. Graduate students with children may apply for the Underwood Apartments.

Meal Plan Rates for the 2018–19 Residence Agreement

<table>
<thead>
<tr>
<th>Plan</th>
<th>Semester Rate</th>
<th>Rate for Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-Plus Plan</td>
<td>$3,311</td>
<td>$6,622</td>
</tr>
<tr>
<td>15-Plus Plan</td>
<td>$3,192</td>
<td>$6,384</td>
</tr>
<tr>
<td>12-Meal Plan</td>
<td>$3,021</td>
<td>$6,041</td>
</tr>
</tbody>
</table>

Meal plans are required for residents living in Ethel Moore, Lynn Townsend White, Mary Morse, Orchard Meadow, and Warren Olney Halls.
Residential Rates for Summer 2018

<table>
<thead>
<tr>
<th>Options</th>
<th>Rate for Full Summer*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courtyard Townhouses (three-month summer agreement)</td>
<td>$3,236</td>
</tr>
<tr>
<td>Underwood Apartments (two-month summer agreement)</td>
<td>$3,631</td>
</tr>
</tbody>
</table>

* Summer 2018 rates may be prorated for partial-summer stays. Summer 2018 rates include the use of laundry equipment.

Summer housing is only available to students who will live in summer housing for at least 21 consecutive nights. At least 21 nights’ notice must be given by students planning to move out mid-summer. Priority is given to full-summer applicants. Summer residents must meet at least one of the following criteria:

- Enrolled in summer classes
- Working on campus over the summer (must have a faculty or staff sponsor)
- Lived in the Courtyard Townhouses or the Underwood Apartments in spring 2018 and will once again live in one of these spaces in fall 2018

The two-month summer “rollover” agreement is required for residents of the Underwood Apartments who plan to stay for the following academic year.

Summer housing is not covered by financial aid.

Meal Plans

10-Plus Plan

- 10 meals per week, to be used at the Founders Commons Dining Room.
- $500 in Points per semester, which must be used by the check-out day of each semester.
- Points can be used at any of the campus dining facilities.
- Weekly meal counts reset every Wednesday at 2:00 am.

15-Plus Plan

- 15 meals per week, to be used at the Founders Commons Dining Room.
- $250 in Points per semester, which must be used by the check-out day of each semester.
- Points can be used at any of the campus dining facilities.
- Weekly meal counts reset every Wednesday at 2:00 am.

12-Meal Plan

- 12 meals per week, to be used at the Founders Commons Dining Room.
- No Points associated with this plan.
- Weekly meal counts reset every Wednesday at 2:00 am.

Important Notes

- The 10- and 15-Plus Plans are designed for students who want to eat meals in the traditional all-you-can-eat dining room, but also want flexibility with Points. With these plans students can use their Points at any time in the Tea Shop or the Founders Commons Dining Room.
- Each semester, students may revise their meal plan choices up to one week (seven days) after the start of classes. After this date students may buy “up” to a higher plan, but not “down” from any plan.
- Mills Points, which can be used at any time in any of the campus dining facilities, can be added to any plan. Points may be purchased at the HMDS office using cash, check, money order, or credit card.

Meal Accommodations for Religious Observance

Dining Services strives to design menus and meal offerings that meet the diverse needs of our students, staff, and faculty. For individuals on the meal plan whose religious observance requires a special diet during holidays, please contact Housing Management and Dining Services at dining@mills.edu so we can best accommodate your needs. It is our regular practice to label the dishes we serve so individuals can make informed choices about their selections. While we are currently unable to provide Halal meats or Kosher kitchen facilities, we aim to offer a variety of foods that might satisfy your needs as you observe your spiritual and religious practices.
STUDENT LIFE

- Campus Policies (p. 167)
- Athletics and Recreation (p. 167)
- Career Connections & Community Engagement (p. 168)
- Residential Life (p. 168)
- Commuting Life (p. 168)
- Health Programs & Services (p. 169)
- International Students (p. 169)
- Resuming Student Life (p. 170)
- Student Activities (p. 170)
- Student Access & Support Services (SASS) (p. 170)
- Spiritual & Religious Life (SRL) (p. 170)
- Student Diversity Programs (p. 171)
- Student Government (p. 171)

Division of Student Life (DSL)

Division of Student Life Mission

The mission of the Division of Student Life is to educate students by providing transformative learning experiences grounded in social justice.

Our guiding principles includes a commitment to wellness, social justice, leadership, transformative learning, and creating a sense of belonging. We provide undergraduate and graduate student engagement opportunities and support for academic and co-curricular success.

Division of Student Life

- Athletics, Physical Education, and Recreation (APER)
- Career Connections and Community Engagement (CCCE)
- Center for Student Leadership, Equity, and Excellence
- Counseling and Psychological Services (CAPS)
- Dean of Students, Conduct, and Title IX
- Diversity and Social Justice Resources
- Residential Life
- Student Access and Support Services (SASS)
- Spiritual and Religious Life (SRL)
- Wellness and Community Outreach

Offices are located in the Cowell Building, Haas Pavilion, Rothwell Center, Carnegie Hall, in various locations in the residential buildings, and in the Chapel. For more information, call 510.430.2130.

Community Standards

Individual integrity and mutual respect are a foundation of the Mills College learning community. Students are expected to participate responsibly and actively in making Mills the best learning environment, it can be and to recognize that the honor and well-being of the entire community are affected by their actions. Mills College expects that every Mills student will behave with respect and integrity at all times; comply with state and federal laws; adhere to Mills College policies as published in the Mills College Undergraduate and Graduate Catalogs, the Student Handbook, and other College documents; and respect the rights and property of all.

Mills College community members 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 toward a welcoming and supportive climate in which all people are respected and free to express differing ideas and opinions.

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 community standards.

The purpose of the Community Standards, the Code of Conduct, and the Student Honor Code 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 (https://inside.mills.edu/handbook.pdf) for complete information on the Academic Integrity and Student Conduct policies affecting students.

Campus Computing Policy

Students are encouraged to use Mills 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 the intellectual property rights of others. Consult the Student Handbook (https://inside.mills.edu/handbook.pdf) 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 their 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. Due to federal law, marijuana, in any form or for any purpose, is not allowed on campus regardless of the California state law.

The Student Handbook (https://inside.mills.edu/handbook.pdf) provides a complete description of the drug and alcohol policies and regulations, guidelines, and procedures for student-sponsored events that may include alcohol, as well as the sanctions regarding alcohol or illegal drugs on campus.

Athletics and Recreation

Intercollegiate Athletics

Mills College Cyclones come from a wide range of a wide range of athletic experiences and diverse personal backgrounds yet what they all share in common is a deep commitment to their teams and to personal growth. They have been nationally recognized for excellence in their sports, academics, and community engagement. As a NCAA Division III member, Mills College challenges and supports student-athletes to engage in athletics as a critical part of their transformative learning experience. Cyclones are also encouraged to explore a variety of educational opportunities and can be found as leaders in every facet of campus life.

For more information, check Athletics, Physical Education, and Recreation (APER) online (http://www.millscyclones.com/landing/index), visit the APER Department in Haas Pavilion, or call 510.430.2172.
To get involved, be sure to attend the APER introductory session and the Work Study fair during Orientation.

Recreation

The recreation program at Mills offers something for everybody. Students are encouraged to use the recreational facilities, including a well-equipped fitness center, six lighted outdoor tennis courts, aquatic center, multipurpose gymnasium, soccer field, and walk/run trail.

Lockers are available at the fitness center and at the aquatic center. Entrance keys for the tennis courts can be purchased at Haas 103 for a nominal fee to students, staff, and faculty.

The recreation program also offers a wide variety of recreational activities, outdoor adventures, and fitness programs.

For more information about recreational opportunities and facilities, check online (http://www.millscyclones.com/recreation/index), visit the APER Department in Haas Pavilion, or call 510.430.2172.

Trefethen Aquatic Center

The Mills swimming pool is operated by Campus Facilities, not APER. It has ten deep lanes suitable for competitive swimming, water polo and lap swim. The large attached shallow area provides a place for classes and recreational usage. The facility also includes a therapy spa, locker rooms, an aquatic staff office and a classroom. The aquatic center provides many employment opportunities for students throughout the academic year and the summer. Schedules and program offerings are available by phone at 510.430.2170, or online (https://inside.mills.edu/campus_life/athletics_and_recreation/aquatics_pool_schedule.php).

Career Connections & Community Engagement

Career Connections & Community Engagement (CCCE) is here to help students discover their goals and interests, connect to opportunities in the community that enrich their academic experience, and prepare for successful lives beyond college.

Whether you are a first year, transfer, continuing undergraduate, or graduate student, come to CCCE early and often for support in defining and accomplishing your professional goals.

For more information about Career Connections & Community Engagement click here (https://inside.mills.edu/student_services/career_center), stop by Carnegie Hall 105, or call 510.430.3142 or email career@mills.edu (career@mills.edu).


Residential Life

The best way to experience the vibrant Mills community is to live on campus. Because our students represent a wide range of ethnicities, backgrounds, ages, identities, and interests, living together and drawing from that breadth of experience becomes part of the learning process. Living on campus is also ideal way to make lifelong friends. Mills provides students with multiple housing options, including traditional residence halls, apartments, and cooperative housing.

Wherever a student resides, all are guaranteed to provide an increased understanding of self and community.

The mission of residential life at Mills is to foster a safe, inclusive, and supportive community in which residents develop interpersonal skills and respect for self and others. Residents are provided opportunities to engage across difference, live in community, and grow through conversation and interactions with their peers. By choosing to live on campus, students immerse themselves in the Mills culture and experience a valuable part of our educational heritage.

First-year students live in themed living communities which provide a more intimate environment where residents connect around a shared topic or interest area. Faculty and staff will interact with residents in the community through a workshop series where they are able to share academic and/or personal passion projects, providing a unique out of the classroom opportunity to build connections.

Continuing, transfer, and graduate students have a variety of living options available to them. From our various traditional residence halls, three different apartment communities, and two small houses, every Mills student can find a place that truly feels like home during their time as a student.

Each community is supported by a full-time live-in professional Area Coordinator (AC) and a dedicated group of Resident Assistants (RA). Paraprofessional RAs are knowledgeable and involved members of the Mills community. They are well trained and charged with the most important task of our department’s mission: the creation, development, and support of our residential communities.

Our Residential Life staff serve as resources around academic, social, and cultural topics and as catalysts for networking with other members of the Mills community. The philosophy of the Residential Life program is based upon concepts of personal responsibility, inclusivity, respect for others, and the processes of personal and social development.

For more information about the Residential Life program, call 510.430.2130.

Commuting Life

The Cyclone Hub

The Cyclone Hub, located in Rothwell Center, provides a great space for the Mills community to come together. The lounge has areas for studying, meeting friends, or holding small gatherings. It also has study tables, a television, and a bulletin board with information about campus events.

The Cyclone Hub is conveniently located nearby a computer room, and lockers are designated for commuting students. This space is open during the week from 7:00 am–10:00 pm. Students wishing to use the lockers can make arrangements with the Center for Student Leadership, Equity, and Excellence or by emailing the Commuter Peer Advisor at commuterassistant@mills.edu.

Commuting students can purchase Mills Points from HMDS in Sage Hall, room 138. Points may be used at Founders Commons and the Tea Shop.

Commuters may arrange to stay overnight in a guest room for a fee, if space is available. This is particularly useful during midterms and finals, or simply to stay on campus until late in the evening for special events.
and studying. Guest rooms should be reserved one week in advance through HMDS or by calling 510.430.2127.

For more information about resources for commuter students, call 510.430.2154.


Health Programs & Services
Wellness and Community Outreach
Student health and wellness is a primary concern of the College. The Wellness and Community Outreach Program oversees a variety of programs and services available to students in order to meet their health and wellness needs. As a member of the Student Access and Support Services (SASS) team, the wellness and community outreach manager works collaboratively with different departments to help provide comprehensive support services for students.

Resources and Referrals
The Wellness Program encourages students to utilize resources both on campus and off. Students may work with the wellness manager regarding a spectrum of concerns, from food security to Title IX resources. Additionally, Wellness works closely with Counseling and Psychological Services (https://inside.mills.edu/student_services/health_and_counseling/counseling.php) (CAPS) at Mills College. All Mills students are entitled to eight free counseling sessions per school year. Students can make an appointment at the Cowell Building front desk or by calling 510.430.2130.

Student Health Center Liaison
The Mills Health Center on campus provides the Mills College community with access to nurses, a physician, and a health coach five days a week during the academic year. The wellness manager serves as the liaison between Mills College and the Health Center. All students may use the Health Center free of charge. Students can make appointments by visiting the clinic during open hours, in CPM 117. If there are any questions or concerns about the Health Center, please contact the wellness manager at 510.430.2260.

Health Insurance Navigator
All students must maintain some form of health insurance coverage while enrolled at Mills College, and the wellness manager can support students in determining which healthcare coverage best fits their medical and financial needs. Mills College offers student health insurance for those students who do not qualify for state or federal programs. To learn more, email health@mills.edu for an updated brochure.

Peer Health Advocates and Community Health Resource Advisor
The wellness manager advises two health education groups: the Peer Health Advocates, who provide health education presentations to fellow students about a range of topics, from birth control to meditation, and the Community Health Resource Center, a resource hub for students seeking information and supplies related to health and wellness. Students interested in joining either or both of these organizations may email health@mills.edu for more information.

International Students
Mills College is proud to educate students from around the world as part of our global learning environment. While all students experience new challenges when they start college, international students often face additional adjustments when they first come to the United States. To ensure that students are fully supported, Mills offers the following services for international students:

International Student Orientation
Mills College provides an International Student Orientation before classes start to help students adjust to the new academic and social environment of Mills, as well as to introduce them to the resources available for international students.

For more information about orientation, please visit the orientation website (https://www.mills.edu/events/new-student-orientation).

International Advising
The International Student Advisors (ISA) are US government Designated School Officials (DSOs) who are available to help international students accclimate to school and life in the United States. International advising services include immigration advising and compliance, work permissions, and personal support and advocacy. International students are encouraged to be in close contact with the ISA throughout their time at Mills.

The ISA also work 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.

To contact the ISA, please email intl_stu@mills.edu.

English Language Support
English language support is offered by the Multilingual Services (https://inside.mills.edu/student_services/the-lab/mls.php) (MLS) department of the Office of Learning, Advising, and Balance (https://inside.mills.edu/student_services/the-lab), located in Carnegie Hall. MLS provides one-on-one and small-group mentoring that is carefully tailored to match multilingual and international students’ academic needs. Students can receive individualized tutoring support in a wide range of areas, including reading, writing, and pronunciation of standard academic English. Additionally, MLS provides bi-monthly academic support workshops specially designed for international students.

To schedule an appointment or learn more about the services provided by MLS, visit the appointment portal Accudemia (https://mills.accudemia.net/Login.aspx) or email mls@mills.edu.

International Student Clubs
Any student who identifies as an international student or who is interested in a club can join an international student club. If you are interested in joining or creating a club, please contact thecenter@mills.edu.

International Student Health Plan
International students receive comprehensive and affordable health insurance coverage that meets US government requirements. For more information about the health plan, please visit the Health
Resuming Student Life

The Mills student body is a richly diverse population including many resuming students. Undergraduate commuting and residential students who are 23 years of age or older are considered "resumers" and are members of the Mary Atkins community. These are often students who are returning to college after a break in their formal education.

Many resuming students are very involved in campus activities and participate in ASMC government boards and committees, as well as social events and educational programs.

Mary Atkins Lounge

The Mary Atkins Lounge, located in Rothwell Center, provides a space for undergraduate resuming students to find community at Mills. The lounge, with comfy chairs and sofas and a full kitchen, makes a great place to study, take a break, and connect with other resuming students. Resumers also have access to an adjacent locker room with bathrooms and a shower.

The lounge is staffed by the Mary Atkins Peer Advisor, maryatkinsassistant@mills.edu, from the Center for Student Leadership, Equity, and Excellence who oversees the space, updates resource information, and organizes social activities including Community Meetings and the Mary Atkins Toast.

Students may obtain Lounge and Locker Room keys by filling out the College Lounge Policies and Agreements form (https://portal.mills.edu) (login required) and picking up a key from Housing Management and Dining Services (HMDS) in Sage Hall, room 138. Proof of current registration is required. For more information, visit the Center Resource Office in Rothwell 138 or call 510.430.2130.

Parenting Lounge

The Parenting Lounge, located in Rothwell Center, is a great place to connect with other Mills student parents, share resources and spend time with their children on campus. Equipped with couches, a play area with children’s books and games, a private lactation nook, refrigerator, and study tables, the parenting lounge is a vital resource to the Mills parenting community. Parenting students also have access to the Mary Atkins Lounge kitchen and computer lab.

The lounge is staffed by the Parenting Peer Advisor, parentingassistant@mills.edu, from the Center for Student Leadership, Equity, and Excellence who oversees the space, updates resource information, and organizes social activities including the Trick-or-Treat event and Pre-Mother’s Day Brunch.

Students may obtain Lounge and Locker Room keys by filling out the College Lounge Policies and Agreements form (https://portal.mills.edu) (login required) and picking up a key from Housing Management and Dining Services (HMDS) in Sage Hall, room 138. Proof of current registration is required. For more information, visit the Center Resource Office in Rothwell 138 or call 510.430.2130.

Student Activities

Events and Programs

Mills offers students a wide array of co-curricular activities. Students can enjoy a movie on the meadow, attend a leadership workshop, or take a study break in one of the student lounges.

Students have the opportunity to organize and attend inspiring lectures, music and film festivals, and community building activities, such as the Student Leadership Conference, Black and White Ball, and Spring Fling.

Student Activities collaborates with the Associated Students of Mills College (ASMC) to recognize and support more than 60 student organizations that reflect student interests in various political, social, and academic themes.

For more information about Student Activities, check online (https://inside.mills.edu/campus_life/student_activities_and_clubs), visit the Center for Student Leadership, Equity, and Excellence in Rothwell Center, or email thecenter@mills.edu.

Student Access & Support Services (SASS)

Mills College is committed to ensuring that all students thrive and are able to achieve their highest potential and goals, both academic and personal.

Student Access and Support Services (SASS) provides a wide range of support services including: notetakers, readers, extended time on exams, distraction-reduced test environments, reduced course loads, and class relocations.

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, employment, and practices, including application procedures, admissions, student assignments, course assignments, the awarding of degrees, and discipline.

Students are asked to make an appointment in order to register with SASS and set up necessary accommodations before their first semester at Mills, or in the first few weeks at the latest, to ensure proper and timely accommodations.

For more information about Student Access and Support Services, check online (https://inside.mills.edu/student_services/disability_services) or call 510.430.3307.

Spiritual & Religious Life (SRL)

The Office of Spiritual and Religious Life (SRL) at Mills supports and nurture students’ individual spiritual and religious journeys, inspires multi-religious literacy, and grows interfaith awareness in order to help students prepare to meet the challenges and opportunities of a religiously plural world. The office serves all members of the Mills campus community, regardless of particular religious or spiritual affiliation. SRL is committed to a diverse, inclusive and welcoming
The Spiritual and Religious Life office is located at the Mills College Chapel, a serene and beautiful gathering space set amidst eucalyptus groves. The chapel is open to all in the Mills community, regardless of spiritual or religious perspective. The main chapel and chapel lounge are open seven days a week, from 7:00 am until 10:00 pm. A labyrinth pattern, inlaid in the outdoor courtyard between the chapel and the music building, is available for walking at all times. All are welcome to drop by for a quiet and peaceful place to rest, study, reflect, pray, meditate or meet with the chaplain, who keeps office hours each week.

SRL is overseen by the Director of Spiritual and Religious Life and Multi-Faith Chaplain, Rev. Dara Olandt. For more information, please check our Facebook (https://www.facebook.com/Mills-College-Spiritual-Religious-Life-253509144662457), email chaplain@mills.edu, or call 510.430.3123.

### Student Diversity Programs

#### Social Justice Resources at the Center for Leadership, Equity, and Excellence

The Center, through its social justice resources and first-generation programming, provides leadership, resources, and social justice educational opportunities for personal and systemic transformation. We believe that through these resources we can move our communities beyond awareness to institutional and cultural change.

As part of our ongoing efforts to engage the campus and surrounding community in the fight for equity and justice, we offer a variety of spaces and formats for engagement. Just a few of the past events we have held include:

- Social justice retreats and summits
- Mills LGBTQ2IA Pride
- Experiential workshops
- Healing circles
- Self-care spaces
- Panels with academics, activists, artists, etc.
- Conferences
- Cultural and community celebrations

We are committed to interweaving social justice through all that we do in a manner that is intentional, strategic, and sustainable. The social justice resources and programs are rooted in a strength-based and liberatory framework, which is grounded in intersectionality, practicing wellness, and nurturing affinity, allyship, and solidarity spaces.

Through our department you can get involved with issues such as:

- LGBTQIA rights
- First-generation college resources
- Disability rights
- Environmental justice
- Undocumented student rights
- Issues facing People of Color
- Issues around sizism and body shaming
- And many more

For more information about the Social Justice Resources, check online (https://inside.mills.edu/diversity), like us on Facebook (https://www.facebook.com/theCenteratMills), or email thecenter@mills.edu.

### Solidarity Lounge

The Solidarity Lounge (S-Lounge) is a space created by and for students of color. Used both formally and informally as a gathering space, the S-Lounge is the home-away-from-home for many students. The S-Lounge frequently hosts student group meetings, discussions, films, receptions, and events. A prayer/meditation room is also available in the S-Lounge for use by people of any faith, religious, or spiritual practice, as we see this as an integral part of social justice work. The S-Lounge also houses computers and is used between meetings as a study space.

The Solidarity Lounge is open daily from 8:00 am until 10:00 pm. To suggest S-Lounge programs or ideas, or for more information, check online (https://inside.mills.edu/diversity). Allies are also welcome.

The Solidarity Lounge was created after a year of intensive activism and broad-based alliances. It opened in September 2003 as an empowering space for students of color and their allies. Today, it remains a space where different groups and individuals can come together to build community.

For more information about the Solidarity Lounge, email thecenter@mills.edu.

In spring of 2018 the Center opened the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Two Spirit Space. This new space is meant to serve as a hub for students to study, hold meetings and events. As our population grows and becomes more diverse, we want to ensure our LGBTQIA2S community has a space to gather and find community.

For more information about the LGBTQIA2S Lounge, email thecenter@mills.edu

### Student Government

In 1915, the College delegated to students the power 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 students are members.
ASMC provides a variety of leadership opportunities on the Executive Board and in the Senate. In addition, ASMC sponsors more than 40 student organizations that offer ample leadership opportunities and serve a range of student interests and passions.

ASMC plays a key role in student life both outside and inside the classroom. They represent students at Board of Trustees meetings, participate in many campus-wide committees, and represent the voices of the student body.

Active participation in the ASMC develops personal and professional skills that are useful in life at Mills and after graduation. The Division of Student Life works closely with ASMC by providing advisors at meetings, assistance with programming, and acting as a historical reference.

If you would like to get in touch with ASMC, please connect with the executive board and advisors at asmc@mills.edu.
STUDENT PRIVACY RIGHTS

Mills complies with the provisions of the 1974 Family Educational Rights and Privacy Act (FERPA). 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 20202-5920. Information about this office is available on the Internet at http://www.ed.gov/offices/OM/fpco.

Copies of federal regulations governing student privacy rights are available from the website named above or the Division of Student Life (DSL) at Mills. A statement on procedural steps for seeking to correct inaccurate or misleading data in student records is also available from DSL on request at 510.430.2130.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at: Bureau for Private Postsecondary Education 2535 Capitol Oaks Drive, Suite 400 Sacramento, CA 95833 http://www.bppe.ca.gov Phone: 916.431.6924 Fax: 916.263.1897

Mills considers name, address, phone number, email address, dates of attendance, degree(s) awarded, enrollment status, date and place of birth, and major field of study to be directory information under FERPA and, as such, may be disclosed, without consent, to a third party upon request.

If a student does not wish the directory information to be released she/he can inform the Registrar by submitting a signed and dated letter requesting the directory information not to be released, or by sending an email to that effect to records@mills.edu from the student’s own Mills email account.

The student should be aware that restricting the release of directory information has other consequences. For instance, a restriction makes it difficult or impossible for potential employers to verify the student’s enrollment, or to verify a degree earned from Mills. At any time after restricting the release of directory information a student may change their mind and choose, through a written statement, to re-authorize the college to release the information.

Health and Safety Exemption Requirement
Mills will only disclose Personally Identifiable Information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
GRADUATE CATALOG

About Mills College

For more than 165 years, Mills College has been empowering students for leadership through a transformative educational experience. Consistently ranked one of the top master’s universities and one of the best value colleges in the West by U.S. News & World Report, Mills also has been named one of the best colleges in the nation by The Princeton Review.

Mills offers a challenging learning environment that values ideas, encourages discussion, and emboldens students to be creative, independent thinkers. Our faculty of renowned scholars, artists, scientists, writers, business leaders, activists, policy makers, and educators make teaching their priority. The Mills experience is distinguished by small, interactive classes, one-on-one attention from exceptional faculty, a culture of creative experimentation, and cutting-edge interdisciplinary learning opportunities.

We invite you to explore the variety of undergraduate majors and minors (p. 8), preprofessional programs (p. 94), accelerated master’s degrees (p. 97), and graduate degree and certificate programs (p. 175) that we offer.

Student Life

Mills is located in the foothills of Oakland, California, in the heart of the San Francisco Bay Area. On campus, students enjoy an educational environment enriched by historic cultural resources such as the Mills College Art Museum, the Littlefield Concert Hall, and the Center for Contemporary Music. Students also have access to one-of-a-kind resources such as the Eucalyptus Press, the imprint of the Book Art Program at Mills; 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 22,000 rare books and manuscripts, including a copy of Shakespeare’s First Folio, a Mozart manuscript, and a leaf from a Gutenberg Bible. The Trefethen Aquatic Center and 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.

Off campus, Mills is well connected to the resources of the San Francisco Bay Area from the artistic and cultural richness to the emerging business and social innovations. Our location provides a wealth of opportunities for community-based learning, internships, jobs, and mentoring relationships with Mills alumnae.

When you complete your education at Mills, you’ll join a network of more than 25,000 Mills alumnae in over 60 countries. Some are pursuing master’s and doctoral degrees at the world’s most prestigious universities, including Harvard, John Hopkins, Stanford, University College London, University of California, University of Cambridge, University of Chicago, and Mills. Others are leading nonprofits and business or pushing the boundaries in the arts and sciences. A select group of graduates serves in government—including the United States House of Representatives and the diplomatic corps of other nations.

Whatever field they pursue, Mills students graduate with the skills and experience to forge a distinctive path and the confidence to make a statement in their careers and communities.
GRADUATE PROGRAMS

Mills offers graduate degrees and certificates in the programs listed below; it also recommends qualified students for teaching credentials in California. Contact Graduate Admission (p. 255) for detailed information on admission requirements, fees, application deadlines, and specific courses.

Doctoral Program
Education (p. 211): Educational Leadership, EdD

Master's Degrees
Applied Economics (p. 176): MAE
Art (p. 177): MFA
Book Art (p. 180): MFA
Business Administration (p. 218): MBA, MM
Creative Writing (p. 184): Emphasis in Poetry, MFA; Emphasis in Prose, MFA
Dance: (p. 190) MA, MFA
Education (p. 193): Teacher Education, MA; Early Childhood Education, MA
Literature (p. 184): MA
Infant Mental Health (p. 217): MA
Interdisciplinary Computer Science (p. 183): MA
Music (p. 232): Composition, MA; Emphasis Electronic Music & Recording Media, MFA; Emphasis in Performance & Literature, MFA
Public Policy (p. 239): MPP

Joint Degree Programs
Educational Leadership (p. 222): Joint MBA/MA
Public Policy/Business Administration (p. 224): Joint MPP/MA
Public Policy/Business Administration (p. 103): BA/Joint MPP/MA

Certificate Programs
Biochemistry and Molecular Biology Certificate (p. 179)
Language, Culture, Trauma Certificate in Teaching (p. 209)
Post-baccalaureate in Computer Science (p. 183)
Post-baccalaureate Pre-Medical Program (p. 236)
Waldorf Education Certificate (p. 193)

Teaching Credentials and Specializations
Administrative Services Credential (ASC) (p. 214)
Early Childhood Special Education Specialist Credential (p. 198)

Applied Economics

The Applied Economics Program at Mills combines study of economic theory with a strong emphasis on data analysis and real-world problem solving. You’ll learn to use quantitative data to test models of human behavior, make predictions about market outcomes, and develop sound policy. You’ll also be encouraged to examine the social consequences of economic decision making. Our program is more practical than a typical economics MA program and provides more quantitative training than an MBA program.

Reflecting the College’s interdisciplinary culture, your studies will include a core set of economics, computer science, and math and statistics courses. You’ll learn advanced empirical applications—econometric techniques and software packages such as “R” and “Stata”—and gain practical insights from standard economic theory, game theory, behavioral economics, and mathematical modeling. You’ll choose from electives in the following concentrations:

- Quantitative methods
- International economics
- Industry and government
- Environment
- Finance

In your final semester, you’ll undertake a research-focused thesis or a project that solves a practical problem at the local, national, or international level. You’ll have the support of an advisor from the economics faculty who’ll guide you as you work on your thesis/project. In addition, you can tap the expertise of Mills professors in computer science, mathematics, environmental science, government, and public policy.

You may enter our master’s degree program after earning a bachelor’s degree at Mills or another institution, or by entering the Mills bachelor’s-to-master’s accelerated degree program in applied economics (p. 101) as an undergraduate. The accelerated degree program enables Mills students to complete the MA in one year of study beyond their BA. The program’s foundation requirements are easily met by students who major or minor in economics, business economics, computer science, mathematics, public policy, PEPL, or PLEA.

Program Goals

- Use economic terminology appropriately and correctly
- Be able to identify and compare a range of economic theories and concepts
- Collect, analyze, and present quantitative data and draw inferences from statistical measures
- Locate, understand, and assess professional economic literature
- Organize and present material in a systematic framework
Programs
Master's Degrees
Master of Applied Economics (p. 176)

Accelerated Degree Program
BA/MAE Applied Economics (p. 101)

Faculty & Staff
Faculty
Jasmin Ansar
Adjunct Professor
GSB 214C
510.220.6918, 510.430.3303, jansar@gmail.com
Professional Interests: Data analysis, forecasting, econometric modeling, energy markets, environmental economics

Neha Dave
Adjunct Professor
GSB 228
510.430.2248, ndave@mills.edu
Professional Interests: Finance, microeconomic and macroeconomic theory, development economics, economics of globalization, international trade and finance

Siobhan Reilly
Professor of Economics
GSB 232
510.430.2346, sreilly@mills.edu
Professional Interests: Public economics, labor economics, economics of the family, health economics, urban economics, international economics

Lorien Rice
Kathryn P. Hannam Professorship in American Studies
Professor of Economics
Lorry I. Lokey Endowed Chair in Ethics
GSB 233
510.430.3113, lrice@mills.edu
Professional Interests: Labor economics, public policy, poverty, education economics, applied econometrics

Roger Sparks
Professor of Economics
GSB 231
510.430.2137, sparks@mills.edu
Professional Interests: Applied microeconomics, banking, energy economics, labor economics

Staff
Tayler Hammond
Administrative Assistant
510.430.2194, gsb@mills.edu

Master of Applied Economics
Requirements
The MA in applied economics can be earned with two to five semesters of additional course work beyond the BA degree. You may enroll full time or part time; the full-time load is four courses per semester. The program includes nine foundation courses, four courses in quantitative and analytical skill development, six courses (one of which may be a teaching practicum) in concentration areas, and a master’s thesis/project.

If you previously completed equivalent course work at Mills or another college, up to nine courses may be applied towards the MA in applied economics degree, reducing the time needed to graduate. Program faculty will review transcripts submitted with your application to determine which courses may be transferred. You must take at least eight courses while enrolled at Mills as a graduate student and complete the master’s thesis/project. For every ECON course that you take as a graduate student, please sign up for 3 credits rather than 4 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 063</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CS 064</td>
<td>Computer Concepts and Intermediate Programming</td>
<td>4</td>
</tr>
<tr>
<td>ECON 081</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Microeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 164</td>
<td>Econometrics and Business Forecasting</td>
<td>4</td>
</tr>
<tr>
<td>MATH 047</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 048</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 049</td>
<td>Multivariable Calculus</td>
<td>4</td>
</tr>
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</table>

Quantitative and Analytical Skill Development
16 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 149</td>
<td>Strategic Behavior</td>
<td>4-4</td>
</tr>
<tr>
<td>ECON 165/265</td>
<td>Applied Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 182/282</td>
<td>Modeling and Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MATH 108</td>
<td>Mathematical Modeling</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentrations
Select a total of six elective courses.

Quantitative Methods Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 124</td>
<td>Data Structures and Algorithms</td>
<td></td>
</tr>
<tr>
<td>CS 186</td>
<td>Web Programming</td>
<td></td>
</tr>
<tr>
<td>DATA 60</td>
<td>Data Visualization</td>
<td></td>
</tr>
<tr>
<td>DATA 150</td>
<td>Introduction to Data Analysis</td>
<td></td>
</tr>
<tr>
<td>MATH 050</td>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 102</td>
<td>Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td>MATH 127</td>
<td>Linear Optimization</td>
<td>2</td>
</tr>
<tr>
<td>MATH 141</td>
<td>Real Analysis I</td>
<td></td>
</tr>
<tr>
<td>MATH 142</td>
<td>Real Analysis II</td>
<td></td>
</tr>
</tbody>
</table>
Arts

Mills offers a master of fine arts (MFA) degree in studio art led by a distinguished faculty of internationally known artists. The program focuses on painting, ceramics, sculpture, photography, and video, among other areas. Students are encouraged to work across media boundaries. The two-year graduate program is selective, limited to 12 new students each year, and is designed to meet the demanding standards of the profession.

The graduate program in studio art provides a combination of structure and freedom. Students receive individual attention that encourages personal and professional development. Each graduate student has a graduate committee consisting of three faculty members who are responsible for critiquing the student's independent work and progress. At the end of the first year of study, the work of each student is reviewed by all faculty members of the Art Department and, if passed successfully, the student is advanced to candidacy status in the second year. At the end of the second year, the program culminates in a public thesis exhibition held in the Mills College Art Museum, supplemented with a written thesis. All students must complete the graduate residency requirement of two years (four semesters) of full-time enrollment consecutively.

The Jane B. Aron Art Center houses excellent classroom studios for ceramics, painting, drawing, photography, sculpture, and intermedia/ installation, in addition to the art museum and gallery, Slide Space 123. Facilities also include an analog electronic and digital computer lab, video suites, and private graduate studios for each artist. Students are required to work in these campus studios to encourage interaction with fellow artists and faculty.

Program Goals

- Possess the skills necessary to construct and present artwork.
- Possess the capabilities of problem solving and critical analysis as it pertains to the art making process.
- Possess knowledge of a broad spectrum of current critical theory discourse
- Possess the ability to write and speak about art history and criticism.
- Demonstrate a personal sense of professional ethics in working on final exhibition.

Programs

Master's Degree
Master of Fine Arts in Studio Art

Faculty & Staff

Meryl Bailey
Eugene E. Trefethen, Jr., Professorship in Art History
Assistant Professor of Art and Art History
Art Center Room 106
510.430.3289, mbailey@mills.edu
Professional Interests: Italian and Spanish art; early modern confraternities; Venetian art and culture; Sephardic art and culture; criminal justice and visual culture; portraiture

Jennifer Brandon
Associate Adjunct Professor
Art 140 (Photography)
510.430.3140, jbrandon@mills.edu
Professional Interests: Contemporary art, photography, sculpture, video

Freddy Chandra
Associate Adjunct Professor
Art 116 (Sculpture)
510.430.3225, fchandra@mills.edu
Professional Interests: Painting, drawing, sculpture, installation, architectural works

All applied economics students must complete ECON 250 Thesis for Masters in Applied Economics while enrolled as a graduate student.

1 A teaching practicum may substitute for one course in a concentration.
2 Graduate students should register for CS 227
Master of Fine Arts in Studio Art

Requirements

Minimum of 48 semester course credits
Biochemistry & Molecular Biology

Mills College provides a certificate program in biochemistry and molecular biology for those individuals who complete the Post Baccalaureate Pre-Medical Program and decide to pursue laboratory science rather than medicine. The certificate program is intended for students with a serious commitment to qualify for graduate study in biochemistry and molecular biology, molecular genetics, developmental biology, and other postgraduate science programs. It also provides excellent training for a variety of careers, such as laboratory research, science teaching, science writing, or patent law. The program consists of course work equivalent to that required for a BA degree in biochemistry and molecular biology at Mills. Individuals who are in the second year of the Post Baccalaureate Pre-Medical Program may apply to this program after consultation with the program director. Work for this certificate can usually be completed in one year after completion of the requirements for the Post Baccalaureate Pre-Med Program. At minimum, students must complete more than half of their course work for the certificate at Mills and must attain a Mills GPA of 3.0 or higher. The Biochemistry and Molecular Biology Committee, composed of biology and chemistry faculty members, administers the program and advises students wishing to complete the certificate. Students use the excellent laboratory facilities of the Biology, Chemistry, and Physics Departments and are also encouraged to expand their research experience by enrolling in a directed research course or by participating in a summer research project on or off campus.

For information about our graduation rates, the median debt of students who completed the program and other important information, please refer to the Federal Gainful Employment Disclosure Statement (https://inside.mills.edu/academics/graduate/bcm/gedt/Gedt.html).

Program Goals

- Be able to apply the fundamental principles of chemistry to the understanding of how biological systems function at the molecular level.
- Be able to relate the structures of biological molecules (DNA, RNA, proteins, carbohydrates, and lipids) to their biochemical activities and biological functions.
- Be able to apply arguments relating to the molecular unity of biological systems as it relates to molecular evolution.
- Understand the principles behind the tools and techniques used in the in vitro study of molecular biological systems.
- Be able to interpret the data obtained using these tools and techniques (see #4 above).
- Be able to access the primary literature of the discipline and to use its findings.

Programs

Biochemistry and Molecular Biology Certificate Program (p. 180)

Faculty & Staff

Faculty

Beth Kochly
Associate Professor, Chemistry
Program Head
NSB 129
510.430.2085, bkochly@mills.edu
Professional Interests: Mechanistic studies and reactive intermediates in organic chemistry, organic reactions in ionic liquids

Lisa Urry
Professor, Biology
Department Head of Biology
NSB 123
510.430.2026, lurry@mills.edu
Professional Interests: Developmental biology of sea urchin embryos and larvae, cell-cell and cell-extracellular matrix interactions, science education/pedagogy

Jared Young
Associate Professor, Biology
NSB 120
510.430.2032, jyoung@mills.edu
Professional Interests: Odor sensing pathways and their modulation in the nematode Caenorhabditis elegans
Your two years of course work at Mills will prepare you to produce a thesis exhibition that allows you to fully express your ideas in one or more forms of your choosing, including installation, video, music, performance, movement, graphics and of course books. This exhibition takes place at a professional gallery in downtown Oakland. During your time at Mills you’ll share a dedicated graduate studio with the other MFA students, where you will have 24/7 access to a broad range of letterpress, printmaking and bookbinding equipment, along with a large-format digital printer and a large-format scanner. Our Book Art Pocket Gallery will provide you with opportunities to curate exhibitions of your own and other work, and our library’s Special Collections will give you access to a broad and deep range of rare, antiquarian and contemporary books, including several hundred handmade artists’ books.

You’ll have the opportunity to study with renowned core faculty members Julie Chen and Kathleen Walkup, who will help you to plan the trajectory of your education, including a year two concentration in letterpress, hand binding or artists’ books. A core seminar in The Material Book in your first semester will be followed by ongoing study, reading and discussion with visiting artists and scholars, librarians and faculty. Electives in studio art, intermedia including video, art history, music composition and performance, dance and other disciplines will provide the space for you to stretch, develop or try something new. Our unique new program, Bay Area Partnerships, will allow you to work with one or more Bay Area institutions, including among many others San Francisco Center for the Book, Letterform Archive, The Book Club of California, The Logan Collection at the Legion of Honor Museum and the Achenbach Conservation Lab, as part of your coursework.

In short, your Mills experience will be one-of-a-kind, two years of study and creativity that only Mills and the Bay Area, with their rich history and current sizzling opportunities in book art, can offer.

Program Goals

- Examine the conceptual, historical and theoretical framework of book art
- Create contemporary, individual artwork centered on the book as a material object, a time-based medium and a cultural and historical artifact
- Develop and refine work in all areas of book art studio practice
- Deepen in one chosen area of book art studio practice
- Gain professional experience in the book art community

Programs

Master of Fine Arts in Book Art (p. 181)

Faculty & Staff

Faculty

Janice Braun
Special Collections Librarian
Milhaud Archivist
Director of the Center for the Book
Book Art Program
F. W. Olin Library
510.430.2047, jbraun@mills.edu
Professional interests: History of books and printing, illustrated books, artists’ books, the avant-garde
Julie Chen
Lovelace Family Chair in Book Art
Professor of Book Art
CPM, Room 119
510.430.2217, jchen@mills.edu
An internationally known book artist who has been publishing limited edition artists’ books under the Flying Fish Press imprint for over 20 years, Julie Chen’s courses include Building the Contemporary Book and Time and Space in the Artists’ Book.

Kathleen Walkup
Professor of Book Art, Program Head
CPM, Room 119
510.430.2001, kwalk@mills.edu
A lecturer, curator, writer, and teacher, Kathleen has had a profound impact on the field of book art. Her research includes the history of women and print. Her ongoing project, Library of Discards, examines the conceptual nature of artists’ books. She teaches pioneering classes that combine historical study and studio art.

Staff
Isabelle Chiosso
Faculty Administrative Assistant
Art Room 121, 510.430.2217, ichiosso@mills.edu

Mark Sarigianis
Studio Coordinator
CPM Room 120, 510.430.3391, msarigianis@mills.edu

Master of Fine Arts in Book Art

Requirements
Minimum of 46 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BOOK 260</td>
<td>The Material Book</td>
<td>4</td>
</tr>
<tr>
<td>BOOK 217</td>
<td>Visible Language</td>
<td>4</td>
</tr>
<tr>
<td>BOOK 220</td>
<td>The Structure of Books</td>
<td>4</td>
</tr>
<tr>
<td>BOOK 221</td>
<td>Building the Contemporary Book</td>
<td>4</td>
</tr>
<tr>
<td>or BOOK 240</td>
<td>The Movable Book: Ideas in Time and Space</td>
<td>4</td>
</tr>
<tr>
<td>BOOK 284</td>
<td>Books as Multiples: Publishing on the Letterpress</td>
<td>4</td>
</tr>
<tr>
<td>BOOK 215</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOOK 265</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOOK 270</td>
<td>Book Art Concentration</td>
<td>2</td>
</tr>
<tr>
<td>BOOK 275</td>
<td>Bay Area Partnerships</td>
<td>4</td>
</tr>
<tr>
<td>BOOK 250</td>
<td>Thesis for the MFA Degree</td>
<td>4</td>
</tr>
<tr>
<td>Electives 3</td>
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<td>6-8</td>
</tr>
</tbody>
</table>

Electives include 100- and 200-level courses in Studio Art, Art History, Intermedia, Music, Dance and Creative Writing.

Bay Area Partnership partners include among others, San Francisco Center for the Book, Letterform Archive, The Book Club of California, The Logan Collection at the Legion of Honor Museum, The Achenbach Conservation Laboratory, Kala Institute, Aggregate Space Gallery, SFMOMA Library and Mills locations such as the Mills College Art Museum and the Mills College Library Special Collections.

Computer Science

A pioneer in the field of undergraduate computer science, Mills continues this tradition by offering innovative graduate programs in interdisciplinary computer science. Designed for students with bachelor’s degrees in other areas of study, our programs enable you to prepare for a variety of positions across industries. Combining the breadth of a liberal arts education with the focus of a computer science
degree offers students a powerful combination that supports career success.

The master of arts in interdisciplinary computer science provides students from diverse backgrounds with a solid foundation in computer science and a unique perspective on how computers interact with other disciplines. You will discover the strengths and limitations of computers and what technological advances are needed to solve theoretical problems in a variety of fields. You will also be at the forefront of examining the relationship between computers and other disciplines including art, biology, business, education, health, music, and psychology and the dynamic ways in which these disciplines intersect with technology. Graduates of our program have found employment across disciplines in various corporations, nonprofit organizations, and educational institutions. High-profile companies recently hiring our graduates include Apple, Google, Intuit, Mozilla, and PayPal.

Students can enter our master’s degree program either after earning their bachelor’s degree at another institution or by entering the Mills BA/MA Accelerated Degree Program in Computer Science (p. 100).

Mills also offers two post-baccalaureate computer science certificate programs: one for students planning to enter industry directly, and one for students who wish to earn doctorates in computer science or a closely related field. Our graduates have been admitted to PhD programs at CMU; University of Washington, University of Virginia, and University of California, San Diego.

For information about our graduation rates, the median debt of students who completed the program and other important information, please refer to the Federal Gainful Employment Disclosure Statement (https://inside.mills.edu/academics/graduate/cs/gedt/Gedt.html)

Program Goals
• Design and write a correct computer program.
• Understand how computer systems (including architecture, operating systems, networks, and compilers) work.
• Understand and apply the mathematical concepts underlying computer science.
• Form interdisciplinary connections and apply computer science to meeting human needs.

Programs
Master of Arts in Interdisciplinary Computer Science (p. 183)
Post-Baccalaureate Program in Computer Science (p. 183)
Advanced-Degree Prep Track (p. 182)

Faculty & Staff

Faculty
Almudena Konrad
Associate Professor of Computer Science
CPM Room 204, 510.430.2201, akonrad@mills.edu
Professional Interests: Computer networks, wireless communication, modeling, analysis and prediction of network measurements

Barbara Lisanti
Professor of Mathematics and Computer Science

CPM Room 200B, 510.430.2247, barbara@mills.edu
Professional Interests: Artificial intelligence applications in education, cognitive science, intelligent tutoring systems, computer science education, linear algebra

Matthew Pancia
Assistant Adjunct Professor
CPM 104, 510.430.2247, mpancia@mills.edu

Ellen Spertus
Kilgore-Snyder Professorship
Professor of Computer Science
CPM Room 201, 510.430.2011, spertus@mills.edu
Professional Interests: Information retrieval, online communities, social issues, computer architecture, compilers

Susan Wang
Professor of Computer Science
Interdisciplinary Computer Science Program Head
CPM Room 202, 510.430.2138, wang@mills.edu
Professional Interests: Design and analysis of algorithms, very large-scale integrated systems, parallel computation

Staff
Holly Robinson
Faculty Administrative Assistant
CPM Room 104, 510.430.2226, holly@mills.edu

Resources
Graduate Student Theses Topics (https://inside.mills.edu/academics/graduate/cs/ics_theses_art.php)

Advanced-Degree Preparatory Track

Requirements
Applicants to the post-baccalaureate advanced-degree preparatory track program must have the equivalent of one year of introductory computer science using Java or C++, and one year of discrete mathematics.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Required</td>
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</tr>
<tr>
<td>CS 111</td>
<td>Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>CS 124</td>
<td>Data Structures and Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CS 214/114</td>
<td>Programming Languages</td>
<td>4</td>
</tr>
<tr>
<td>CS 225/125</td>
<td>Theory of Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CS 228/128</td>
<td>Theory of Computation</td>
<td>4</td>
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<td>Select three courses from the following:</td>
<td>8</td>
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<tr>
<td>CS 100</td>
<td>Data, Apps, and Analytics in the Cloud</td>
<td></td>
</tr>
<tr>
<td>CS 113</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS 141</td>
<td>Machine Learning</td>
<td></td>
</tr>
<tr>
<td>CS 215/115</td>
<td>Mobile Application Development</td>
<td></td>
</tr>
<tr>
<td>CS 227/127</td>
<td>Linear Optimization</td>
<td></td>
</tr>
<tr>
<td>CS 231/270</td>
<td>Computer Networks</td>
<td></td>
</tr>
<tr>
<td>CS 233/133</td>
<td>Cryptography and Network Security</td>
<td></td>
</tr>
<tr>
<td>CS 270/170</td>
<td>Software Engineering</td>
<td></td>
</tr>
</tbody>
</table>
Post-Baccalaureate Program in Computer Science

Since the fall of 1982, Mills has provided a certificate program in computer science for college graduates, especially women, who intend to pursue employment, advancement, or graduate studies in computer science and need to acquire the proper background.

The Mills post-baccalaureate program has two tracks for students with different goals. The post-baccalaureate certificate program, for students interested in entering the professional computing workforce, has no programming or mathematics prerequisites. The advanced-degree preparatory track is for students whose goal is further graduate study (MS or PhD) in computer science and has the same special admission requirements as the MA program in interdisciplinary computer science. This small program offers support and personal attention while students study computer science. It also provides substantial opportunity for hands-on experience with programming on a variety of computer systems. Each student’s course of study is tailored to individual needs and includes independent study options.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 063</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CS 064</td>
<td>Computer Concepts and Intermediate Programming</td>
<td>4</td>
</tr>
<tr>
<td>CS 111</td>
<td>Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>CS 124</td>
<td>Data Structures and Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>MATH 004</td>
<td>Discrete Mathematics I</td>
<td>4</td>
</tr>
</tbody>
</table>

Select three courses from the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 100</td>
<td>Data, Apps, and Analytics in the Cloud</td>
<td>8</td>
</tr>
<tr>
<td>CS 113</td>
<td>Machine Learning</td>
<td></td>
</tr>
<tr>
<td>CS 141</td>
<td>Programming Languages</td>
<td></td>
</tr>
<tr>
<td>CS 214</td>
<td>Mobile Application Development</td>
<td></td>
</tr>
<tr>
<td>CS 225</td>
<td>Theory of Algorithms</td>
<td></td>
</tr>
<tr>
<td>CS 227</td>
<td>Linear Optimization</td>
<td></td>
</tr>
<tr>
<td>CS 228</td>
<td>Theory of Computation</td>
<td></td>
</tr>
<tr>
<td>CS 231</td>
<td>Computer Networks</td>
<td></td>
</tr>
<tr>
<td>CS 233</td>
<td>Cryptography and Network Security</td>
<td></td>
</tr>
<tr>
<td>CS 270</td>
<td>Software Engineering</td>
<td></td>
</tr>
<tr>
<td>CS 280</td>
<td>Topics in Computer Science</td>
<td></td>
</tr>
<tr>
<td>CS 286</td>
<td>Web Programming</td>
<td></td>
</tr>
</tbody>
</table>

1 Other elective courses may be accepted at the discretion of the department.

2 Check the course descriptions (p. ) to see which special topics courses will be offered.

The Master of Arts in Interdisciplinary Computer Science

Requirements

Minimum of 43 semester course credits

Applicants to the Interdisciplinary Computer Science Master’s Program must have the equivalent of one year of discrete mathematics and one year of introductory computer science using Java or C++. (Students with only one semester of discrete mathematics may arrange to complete their second semester at Mills, but this credit will not count toward their degree.) Students who have not satisfied this requirement may be considered for the certificate program, with the possibility of transferring to the masters program after successful completion of these courses. Students who are currently in the post-bac certificate program must have a GPA of 3.0 and have earned at least a B in CS 063 Introduction to Computer Science and CS 064 Computer Concepts and Intermediate Programming in order to be eligible for the masters program. Exceptions may be made upon the recommendation of the department.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 111</td>
<td>Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>CS 124</td>
<td>Data Structures and Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CS 214</td>
<td>Programming Languages</td>
<td>4</td>
</tr>
<tr>
<td>CS 232</td>
<td>The Interdisciplinary Computer Science Research</td>
<td>4</td>
</tr>
<tr>
<td>CS 250</td>
<td>Thesis for Degree of Master of Arts in Interdisciplinary Computer Science</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one additional interdisciplinary course in a discipline related to your prior background or professional interest.

Electives 1

Select five elective computer science courses, at least three of which must be at the 200 level, from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 100</td>
<td>Data, Apps, and Analytics in the Cloud</td>
<td>8</td>
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<td></td>
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<td>Topics in Computer Science</td>
<td></td>
</tr>
<tr>
<td>CS 286</td>
<td>Web Programming</td>
<td></td>
</tr>
</tbody>
</table>

1 Other elective courses may be accepted at the discretion of the department.
Check the course descriptions (p. 185) to see which special topics courses will be offered.

Note: For courses offered at both the CS 100 and the 200 level, students enrolled at the 200 level will be required to do additional work in the course.

Creative Writing & Literature

Mills’ graduate programs in Creative Writing and Literature place you at the cutting edge. Your work here will transform you and the world around you.

Located in the heart of the San Francisco Bay Area (https://www.mills.edu/student-life/california-living.php), Mills College is at the center of a vital artistic and literary community. Our graduate programs in creative writing and literature are distinguished by their long-established reputations, innovation, outstanding faculty, and commitment to a vision of the literary arts as socially transformative. We are committed to your professional development (https://www.mills.edu/academics/graduate-programs/creative-writing-literature/professional-development.php) and our curriculum also includes classes focused on pedagogy, publishing, and performance. And we offer a wide range of part-time graduate assistantships (https://www.mills.edu/admission-aid/graduate-admissions/graduate-programs-cost-aid/scholarships-assistantships-fellowships/english.php#Partial-Tuition%20Assistantships) to help fund your studies.

We offer a master of arts (MA) degree in English Language and Literatures (p. 185) and a master of fine arts (MFA) degree in creative writing with a focus on poetry (p. 186) or prose (p. 188) (fiction or creative nonfiction), with options for both full and part-time study.

Why Mills? (https://www.mills.edu/academics/graduate-programs/creative-writing-literature/why-mills.php) Pursuing graduate study is a big decision, and it’s important to choose the program that’s best for you. Take a look around, read what our students (https://inside.mills.edu/academics/graduate/eng/about/studentvoices.php) have to say, see the work our alumnae/i (https://inside.mills.edu/academics/graduate/eng/about/alumni_spotlight.php) are doing, and then come to our beautiful California campus to visit a class (https://www.mills.edu/schedule-visit.php) or attend a Contemporary Writers Series (https://www.mills.edu/academics/graduate-programs/creative-writing-literature/contemporary-writers-series) reading.

Programs

Master of Arts in English Language and Literatures (p. 185)
Master of Fine Arts in Creative Writing with an Emphasis in Poetry (p. 186)
Master of Fine Arts in Creative Writing with an Emphasis in Prose (p. 188)

Faculty & Staff

Faculty

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Frederick A. Rice Professorship
Mary Ann Childers Kinkead Faculty Awardee
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May Treat Morrison Professor
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Stephanie Young
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Graduate Programs Coordinator
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Stephanie Young
Director of Strategic Initiatives and Programs
Mills Hall Room 317, 510.430.2236, syoung@mills.edu

Resources
Contemporary Writers Series (https://www.mills.edu/academics/graduate-programs/creative-writing-literature/contemporary-writers-series)

Master of Arts in English Language and Literatures

The Mills MA in English provides a strong foundation in literature, cultural studies, and theory. You will enter a community of writers and thinkers who inspire and challenge one another to produce their best scholarship.

The master of arts (MA) degree in English Language and Literatures develops your critical writing and scholarly research skills to prepare you for doctoral study, classroom teaching, and careers inside and outside of the academy. Alumnae/i of our program are working scholars, teachers, and writers. They go on to publish articles based on the work they completed at Mills.

While at Mills, you’ll have the opportunity to study with our faculty (p. 184) of renowned scholars working in diverse periods and theoretical frameworks. You’ll work closely and collaboratively with faculty to choose a course of study and develop a thesis that is a sustained and innovative scholarly research project. Our MA students regularly attend and present at nationally recognized conferences, and go on to publish articles based on the work they completed at Mills.

Mills also offers a wide range of teaching and professional development opportunities for English graduate students. Our graduate assistantship program in composition and rhetoric is unique for its apprenticeship model and provides classroom experience in an undergraduate setting known for its excellence, along with being among the most diverse...
student populations in the nation. Students work closely with faculty and are supported by strong curriculum in theory and praxis. They also work in our LAB as tutors (including bilingual opportunities) and in local community college courses, where we have an outstanding placement record for alumnae/i.

You’ll have opportunities to engage with professors, students, and a vibrant literary and arts community on and off campus (https://www.mills.edu/academics/graduate-programs/creative-writing-literature/graduate-english-degrees). Students regularly attend arts events and collaborate with peers across other graduate programs. You can access lectures and research libraries at UC Berkeley, Stanford, and California College of the Arts. Cross-registration is also possible.

Students who enroll full time can expect to complete the MA in literature degree requirements (p. 186) in two years. Part-time study is an easily accessible option, but may extend the total length of your program.

All graduate English students are encouraged to apply for part-time graduate assistantships. We also offer a small number of competitive full-tuition fellowships to applicants entering the MFA and MA programs. Learn more about our special funding opportunities (https://www.mills.edu/admission-aid/graduate-admissions/graduate-programs-cost-aid/scholarships-assistantships-fellowships/english.php) for applicants entering the MFA and MA programs.

Program Goals

- Students will become familiar with literary works and ideas from an author, period, genre, or specific selection of periods and genres.
- Students will gain in-depth knowledge of a particular literary period, genre or specific writer(s).
- Students will develop critical writing skills through experience with a variety of writing assignments.
- Students will formulate and execute a viable advanced project that engages with advanced critical writing skills.
- Students will understand the relationships between history, literature and culture and the ways literature reflects and effects changes in societies.
- Students will gain skills in teaching writing of various genres, practice as a teacher and fundamentals of writing pedagogy.

Requirements

Minimum of 44 semester course credits

The basic curricular components for the MA program consist of:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 272</td>
<td>Theories and Strategies of Teaching Writing ¹</td>
<td>4</td>
</tr>
<tr>
<td>ENG 282</td>
<td>Critical Theory ²</td>
<td>3</td>
</tr>
<tr>
<td>ENG 250A</td>
<td>MA Research Project ³</td>
<td>3</td>
</tr>
<tr>
<td>A minimum of 28 credits of course work in literature (including at least four courses taken at the 200-level in the English Department that include a graduate-only lab)</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>A minimum of 6 elective credits</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

¹ This course is required for all MA students. If awarded a Composition and Rhetoric graduate assistantship in the first year, MA students must complete this course in the first semester. Otherwise it may be taken in the first or second year.
² This course is required for all entering MA students in their first semester.
³ This course is the capstone for the MA degree; students complete an advanced scholarly thesis in their research area. Taken in the final semester (offered spring only).

The MA degree offers two main professional pathways: PhD preparation or teaching at the post-secondary level. The required course work below supports both pathways; your advisor will assist you in selecting other course work that best supports your goals and research interests.

Literature and theory courses (minimum of 28 credits): To fulfill this requirement at least four courses taken at the 200-level in the English Department must include concurrent enrollment in a graduate-only lab. These are always the second section of the 200-level literature courses. One graduate craft course may be taken for this requirement. If a split-level course is offered with a 200-level section, the course must be taken at that level. Up to 6 credits may be taken at the 100 level (upper-division undergraduate).

Electives (minimum of 6 credits): The elective courses can be any graduate-level or upper division undergraduate course offered by the college for academic credit. Students must consult with their advisor when choosing these electives. No more than 3 of the 6 elective credits may be satisfied through ENG 295 Independent Study.

Master of Fine Arts in Creative Writing with an Emphasis in Poetry

The Mills MFA in creative writing provides a strong foundation in poetry and contemporary literature. You will enter a community of writers who inspire and challenge one another to write their best work.

The master of fine arts (MFA) degree in creative writing with an emphasis in poetry will develop your growth as a writer and reader, enhance your awareness of the contemporary field, and highlight opportunities in publishing, teaching, and community work. Alumnae/i (https://inside.mills.edu/academics/graduate/eng/about/alumni_spotlight.php) of our programs go on to publish books that shift the literary conversation. They teach, facilitate, and organize in their communities. They perform locally and nationally, win awards, and are successful publishers, editors, and academics.

While at Mills, you will study with our faculty (p. 184) of renowned writers and scholars working in diverse aesthetic traditions and critical frameworks. Your professors will encourage you to write a thesis that is risky, investigative, and confident, that pushes your development as a writer, and speaks to your own passions, experiences, and ideas.

Workshops and craft classes form the core of our curriculum and center your writing. Elective credits allow you to take additional literature, craft, cultural studies, and theory classes. You may also choose to pursue a variety of concentrated study options with your elective credits, including those in PhD preparation, education, and
literary arts administration. Concentrations hone your degree and help you follow the path of successful alumnae/i.

The department is committed to your professional development (https://inside.mills.edu/academics/graduate/eng/events_and_news/professional_development.php), and our curriculum also includes classes focused on pedagogy, publishing, and performance. Our graduate assistantship program in composition and rhetoric is unique for its apprenticeship model and provides classroom experience in an undergraduate setting known for its excellence, along with being among the most diverse student populations in the nation. Students work closely with faculty and are supported by strong curriculum in theory and praxis. They also work in our LAB as tutors (including bilingual opportunities) and in local community college courses, where we have an outstanding placement record for alumnae/i. Graduate assistants with the Place for Writers produce a variety of events on campus and develop skills in marketing, social media, and event production, helpful for later careers in arts administration.

You'll have opportunities to engage with professors, students, and a vibrant literary arts community on and off campus. (https://www.mills.edu/academics/graduate-programs/creative-writing-literature/graduate-english-degrees/#beyond) Students regularly attend arts events and collaborate with peers across other graduate programs. You can access lectures and research libraries at UC Berkeley, Stanford, and California College of the Arts. Cross-registration is also possible.

Students who enroll full time can expect to complete the MFA in Poetry degree requirements (p. 187) in two years. Part-time study is an easily accessible option, but may extend the total length of your program.

We offer a wide range of part-time graduate assistantships that provide valuable experience in teaching, tutoring, arts administration, editing, and publishing. We also offer a small number of competitive full-tuition fellowships. Learn more about special funding opportunities (https://www.mills.edu/admission-aid/graduate-admissions/graduate-programs-cost-aid/scholarships-assistantships-fellowships/english.php) for applicants entering the MFA and MA programs.

Program Goals

• Students will become familiar with literary works and ideas from an author, period, genre, or specific selection of periods and genres.
• Students will gain in-depth knowledge of a particular literary period, genre, or writer(s).
• Students will develop critical or creative writing skills through experience with a variety of writing assignments.
• Students will formulate and execute a viable advanced project that engages with advanced critical and creative writing skills.
• Students will understand the relationships between history, literature, and culture and the ways literature reflects and effects changes in societies.
• Students will gain skills in teaching writing of various genres, practice as a teacher and fundamentals of writing pedagogy.

Requirements

Minimum of 44 semester course credits

The basic curricular components of this program consist of

• four graduate writing workshops (12 credits)
• two craft of poetry courses (6 credits)
• elective courses (20 credits)
• thesis course (6 credits)

Note: All courses must be taken for a grade. Courses taken on a pass/no pass basis may not be used to fulfill any degree requirements.

Graduate Writing Workshops (12 credits): At least three of the four required writing workshops must be ENG 270 Graduate Poetry Workshop. This workshop must be taken in consecutive semesters during the first year. All workshop credits must be taken at the graduate level (200) to fulfill this requirement. The department recommends that students work with several different instructors, as exposure to varied perspectives is crucial to one’s development as a writer. Registration for required workshops is facilitated through the department. Students are welcome to take more than one workshop per semester on a space-available basis.

Note: While students may apply to switch creative writing genres while they are in the MFA program, they should keep in mind that if their application is approved by the department, they are still required to take the three required workshops in the new genre of study which may extend their total number of semesters in the program. Students should check the department’s google drive folder for more information and procedures.

Craft of Poetry Courses (6 credits): Students are required to take ENG 204 The Craft of Poetry consecutively during their first two semesters of study. Other craft courses offered in the department may be taken for elective credit.

Electives (minimum of 20 credits): The elective credits can be any graduate-level (200) or upper-division undergraduate (100) course offered by the College for academic credit. It is assumed that the majority of electives will be literature or additional craft courses unless a student is pursuing a concentration area (see below). Students are urged to consult their academic advisor about which electives would be most useful for their course of study.

• No more than 6 credits taken at the upper division undergraduate level (100) may be used to satisfy the elective credit requirement (lower-division courses do not satisfy any graduate degree requirements).
• No more than 3 elective credits may be satisfied through Independent Study.
• No more than two graduate workshops (6 credits) may be used to satisfy the elective credit requirement.
• Students who are awarded a graduate assistantship in the Rhetoric and Composition Program must complete ENG 272 Theories and Strategies of Teaching Writing either concurrently or prior to their assistantship.

Students may also gain teaching experience through a Mills classroom TA practicum (ENG 277). Off-campus teaching, publishing internships, or other professional experience can also be taken for practicum credit. Both courses may only be taken on a pass/no pass basis and may not be used to fulfill any degree requirements.

Thesis Course (6 credits):
ENG 250 is the two-semester course that is completed in the final year of study and must be taken consecutively from fall to spring. The course does not have an assigned class period and instead requires regular meetings between the student and the thesis director. Students submit their choices for thesis directors and readers, and the department assigns final thesis committees. Please see the department’s google drive folder for full thesis schedule and guidelines.

**Concentrations**

Students may pursue a variety of concentrated study options with their elective credits. Concentration areas provide access to more focused study of: young adult fiction; preparation for application to PhD programs; education; or literary arts management. These concentration areas reflect the career paths that many alumni pursue. Concentration areas still allow flexibility to take additional elective credit in literature and other craft courses. Concentrations are always completed in addition to the core requirements (ENG 270 Graduate Poetry Workshop and ENG 204 The Craft of Poetry) and cannot be used to replace these courses.

**Concentration in Young Adult Fiction**

6-9 credits

Those interested in studying young adult fiction use their elective credit to take the following courses:

- ENG 209 The Craft of the Young Adult Novel: suggested sequence—first semester
- ENG 255 Advanced Fiction for Children and Young Adults Workshop: suggested sequence—once in the second semester and again in the fourth semester

**Concentration in PhD Preparation**

14 credits

MFA students who wish to pursue a PhD use their elective credit to take the following courses:

- ENG 282 Critical Theory: suggested sequence—first semester
- Two literature courses both which must include the graduate-only lab
- ENG 250A MA Research Project suggested sequence—fourth semester

**Concentration in Education**

10 credits

Those interested in teaching use their elective credits to take the following courses:

- ENG 272 Theories and Strategies of Teaching Writing: suggested sequence—first semester
- EDUC 210A Research and Inquiry Methods in Education: MEET: suggested sequence—third semester
- EDUC 210B Research and Inquiry Methods in Education: MEET: suggested sequence—fourth semester

**Concentration in Literary Arts Administration**

9 credits

Those interested in pursuing a career in literary arts administration, marketing, or related fields use their elective credits to take the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 286</td>
<td>The Business of Being an Artist</td>
<td>3-3</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>MGMT 224</td>
<td>Persuasive Communications</td>
<td></td>
</tr>
<tr>
<td>MGMT 227</td>
<td>Negotiations</td>
<td></td>
</tr>
<tr>
<td>MGMT 230</td>
<td>Marketing Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 247</td>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 250</td>
<td>Persuasive Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>MGMT 270</td>
<td>Nonprofit Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 271</td>
<td>Funding Social Impact</td>
<td></td>
</tr>
<tr>
<td>MGMT 275</td>
<td>Social Entrepreneurship</td>
<td></td>
</tr>
</tbody>
</table>

**Master of Fine Arts in Creative Writing with an Emphasis in Prose**

The Mills MFA in creative writing provides a strong foundation in fiction, creative nonfiction, and contemporary literature. You will enter a community of writers who inspire and challenge one another to write their best work.

The master of fine arts (MFA) degree in creative writing with an emphasis in prose will develop your growth as a writer and reader of fiction and creative nonfiction, enhance your awareness of the contemporary literary field, and highlight opportunities in publishing, teaching, and community work. Alumnae/i (https://inside.mills.edu/academics/graduate/eng/about/alumni_spotlight.php) of our programs go on to publish novels, memoirs, stories, and essays. They uncover lost histories and tell the stories that need to be told. They teach, facilitate, and organize in their communities. They perform locally and nationally, win awards, and are successful publishers, editors, and academics.

While at Mills you’ll have the opportunity to study with our faculty (p. 184) of renowned writers and scholars, working in diverse aesthetic traditions and critical frameworks. Your professors will encourage you to write a thesis that is risky, investigative, and confident, that pushes your development as a writer, and speaks to your own passions, experiences, and ideas. Our alumnae/i regularly go on to publish work produced as part of their thesis at Mills.

While working on your MFA in Prose, students may pursue a variety of concentrated study options with their elective credits. Concentrations in young adult fiction, PhD preparation, education, and literary arts administration allow each student to hone their degree and follow the path of successful alumnae/i. Concentration areas still allow flexibility to take additional elective credit in literature and other craft courses.

The department is committed to your professional development (https://inside.mills.edu/academics/graduate/eng/events_and_news/professional_development.php), and our curriculum also includes classes focused on pedagogy, publishing, and performance. Our graduate assistantship program in composition and rhetoric is unique for its apprenticeship model and provides classroom experience in an undergraduate setting known for its excellence, along with being among the most diverse student populations in the nation. Students work closely with faculty and are supported by
strong curriculum in theory and praxis. They also work in our LAB as tutors (including bilingual opportunities) and in local community college courses, where we have an outstanding placement record for alumnae/i. Graduate assistants with the Place for Writers produce a variety of events on campus and develop skills in marketing, social media, and event production, helpful for later careers in arts administration.

You’ll have opportunities to engage with professors, students, and a vibrant literary arts community on and off campus. (https://www.mills.edu/academics/graduate-programs/creative-writing-literature/graduate-english-degrees/#beyond) Students regularly attend arts events and collaborate with peers across other graduate programs. You can access lectures and research libraries at UC Berkeley, Stanford, and California College of the Arts. Cross-registration is also possible.

Students who enroll full time can expect to complete the MFA in Prose degree requirements (p. 189) in two years. Part-time study is an easily accessible option, but may extend the total length of your program.

We offer a wide range of part-time graduate assistantships that provide valuable experience in teaching, tutoring, arts administration, editing, and publishing. We also offer a small number of competitive full-tuition fellowships. Learn more about special funding opportunities (https://www.mills.edu/admission-aid/graduate-admissions/graduate-programs-cost-aid/scholarships-assistantships-fellowships/english.php) for applicants entering the MFA and MA programs.

Program Goals

- Students will become familiar with literary works and ideas from an author, period, genre, or specific selection of periods and genres.
- Students will gain in-depth knowledge of a particular literary period, genre, or writer(s).
- Students will develop critical or creative writing skills through experience with a variety of writing assignments.
- Students will formulate and execute a viable advanced project that engages with advanced critical and creative writing skills.
- Students will understand the relationships between history, literature, and culture and the ways literature reflects and effects changes in societies.
- Students will gain skills in teaching writing of various genres, practice as a teacher and fundamentals of writing pedagogy.

Requirements

Minimum of 44 semester course credits

Students are admitted in either fiction or creative nonfiction.

The basic curricular components of this program consist of

- four graduate writing workshops (12 credits)
- two craft of prose courses (6 credits)
- elective courses (20 credits)
- thesis course (6 credits)

Note: All courses must be taken for a grade. Courses taken on a pass/no pass basis may not be used to fulfill any degree requirements.

Graduate Writing Workshops (12 credits):

At least three of the four required writing workshops must be ENG 268 Graduate Prose Workshop. This workshop must be taken in consecutive semesters during the first year. All workshop credits must be taken at the graduate level (200) to fulfill this requirement. The department recommends that students work with several different instructors, as exposure to varied perspectives is crucial to one’s development as a writer.

Registration for required workshops is facilitated through the department. Students are welcome to take more than one workshop per semester on a space-available basis.

Note: While students may apply to switch creative writing genres while they are in the MFA program, they should keep in mind that if their application is approved by the department, they are still required to take the three required workshops in the new genre of study which may extend their total number of semesters in the program. Students should check the department’s google drive folder for more information and procedures.

Craft of Prose Courses (6 credits):

Students are required to take ENG 203 The Craft of Prose consecutively during their first two semesters of study. Other craft courses offered in the department may be taken for elective credit.

Electives (minimum of 20 credits):

The elective credits can be any graduate-level (200) or upper-division undergraduate (100) course offered by the College for academic credit. It is assumed that the majority of electives will be literature or additional craft courses unless a student is pursuing a concentration area (see below). Students are urged to consult their academic advisor about which electives would be most useful for their course of study.

- No more than 6 credits taken at the upper division undergraduate level (100) may be used to satisfy the elective credit requirement (lower-division courses do not satisfy any graduate degree requirements).
- No more than 3 elective credits may be satisfied through Independent Study.
- No more than two graduate workshops (6 credits) may be used to satisfy the elective credit requirement.
- Students who are awarded a graduate assistantship in the Rhetoric and Composition Program must complete ENG 272 Theories and Strategies of Teaching Writing either concurrently or prior to their assistantship.

Students may also gain teaching experience through a Mills classroom TA practicum (ENG 277). Off-campus teaching, publishing internships, or other professional experience can also be taken for practicum credit. Both courses may only be taken on a pass/no pass basis and may not be used to fulfill any degree requirements.

Thesis Course (6 credits):

ENG 250 is the two-semester course that is completed in the final year of study and must be taken consecutively from fall to spring. The course does not have an assigned class period and instead requires regular meetings between the student and the thesis director. Students submit their choices for thesis directors and readers, and the department assigns final thesis committees. Please see the department’s google drive folder for full thesis schedule and guidelines.
Concentrations

Students may pursue a variety of concentrated study options with their elective credits. Concentration areas provide access to more focused study of: young adult fiction; preparation for application to PhD programs; education; or literary arts administration. These concentration areas reflect the career paths that many alumni pursue. Concentration areas still allow flexibility to take additional elective credit in literature and other craft courses. Concentrations are always completed in addition to the core requirements (ENG 270 Graduate Poetry Workshop and ENG 204 The Craft of Poetry) and cannot be used to replace these courses.

Concentration in Young Adult Fiction
6-9 credits
Those interested in studying young adult fiction use their elective credit to take the following courses:

- ENG 209 The Craft of the Young Adult Novel: suggested sequence—first semester
- ENG 255 Advanced Fiction for Children and Young Adults Workshop: suggested sequence—one in the second semester and again in the fourth semester

Concentration in PhD Preparation
14 credits
MFA students who wish to pursue a PhD use their elective credit to take the following courses:

- ENG 282 Critical Theory: suggested sequence—first semester
- Two literature courses both which must include the graduate-only lab
- ENG 250A MA Research Project suggested sequence—fourth semester

Concentration in Education
10 credits
Those interested in teaching use their elective credits to take the following courses:

- ENG 272 Theories and Strategies of Teaching Writing: suggested sequence—first semester
- EDUC 210A Research and Inquiry Methods in Education: MEET: suggested sequence—third semester
- EDUC 210B Research and Inquiry Methods in Education: MEET: suggested sequence—fourth semester

Concentration in Literary Arts Administration
9 credits
Those interested in pursuing a career in literary arts administration, marketing, or related fields use their elective credits to take the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 286</td>
<td>The Business of Being an Artist</td>
<td>3-3</td>
</tr>
</tbody>
</table>

Select an additional 6 credits from the following:

- MGMT 214 Financial Accounting
- MGMT 224 Persuasive Communications
- MGMT 227 Negotiations
- MGMT 230 Marketing Management
- MGMT 247 Project Management

Dance

Located in Oakland, California 15 miles east of San Francisco, Mills College offers artists a rigorous and exciting two-year journey into dance and performance committed to thinking bodies and moving minds. Whether your love is ballet or samba, Mills gives you the tools you need to push the boundaries of your art.

From the moment the first semester begins Mills graduate students dive into a rigorous combination of creative and critical dance studies. This is supported by a curriculum designed to have every student hone their skills across the discipline, including performance, choreography, research, teaching, and dance writing. To deepen students’ ways of knowing, we encourage students to bring the studio and the classroom into conversation by infusing academic work with the embodied knowledge gleaned in the studios and allowing analytical knowledge to have a bearing on what they do on the dance floor. We also urge our grads to find inspiration in the broad international community of impassioned artists outside the College gates, and to share that experience with their peers.

Performance matters, too. In addition to dancing in choreography by faculty and fellow students, Mills grads have the chance to work closely with noted artists and organizations both on and off campus. And we provide support to our scholars interested in joining the larger dance studies community by linking them to dance studies working groups and supporting their participation in the annual national dance studies conference.

Our grads are also asked to teach, either as part of criticism and theory class or as graduate assistants, and we mentor them in the foundations of pedagogical methods and syllabi writing. As students leave, diplomas in hand, they are ready to teach, perform, choreograph, stage, and shoot dance just about anywhere, and they do. They dance in and lead companies, join faculties in colleges and universities, run dance studios, get PhDs, and become leaders in the field.

Programs

Master of Arts in Dance
Master of Fine Arts in Dance

Faculty & Staff

Faculty

Kara Davis
Artist in Residence
Richards Lodge 103, 510.430.3261, kadavis@mills.edu
Professional Interests: Classical ballet, improvisation, contemporary dance and partnering, dance pedagogy, choreographic/collaborative process, corporeal empowerment

Sonya Delwaide
Professor of Dance
Richards Lodge 104, 510.430.3258, sdelwaid@mills.edu
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**Molissa Fenley**
Professor of Dance, Spring
Richards Lodge 103, 510.430.3185, mfenley@mills.edu
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**Katherine McGinity**
Visiting Artist, Spring
Richards Lodge 102, 510.428.1155, kmcginity@mills.edu

**Ann Murphy**
Mary S. Metz Professorship
Associate Professor
Richards Lodge 107, 510.430.3301, amurphy@mills.edu
Professional Interests: The role of the American West in the rise of 20th century dance; the screendance partnership of Bill Robinson and Shirley Temple; Africanist influences in the dance of Molissa Fenley; dance criticism; dance at the margins; contemporary ballet

**Sheldon Smith**
Adjunct Professor
Richards Lodge 101, 510.430.3260, shsmith@mills.edu
Professional Interests: Dancing, making dances, making music, working with dance and technology, making video art

**Staff**

**Sylvia Nuzzo Philis**
Faculty Administrative Assistant
Richards Lodge 108, 510.430.2175, snuzzophilis@mills.edu

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**Master of Arts in Dance**

The master of arts in dance is an academic degree focused on research-based activities related to dance aesthetics, theory, history, cultural studies, or educational perspectives. Designed for dance scholars who want a vigorous studio practice, this master’s degree is often a step toward the PhD or other research and writing activities. As a Master of Arts candidate you will find yourself in an intimate environment of focused study, working closely with talented peers and distinguished faculty. Courses in the master’s curriculum span history, theory, technique, and include special seminars such as: Ideas about Space, and Live and Media Performance.

Located in the center of one of the largest and most innovative dance communities in the country, the Mills Dance Department provides the kind of intense laboratory environment so important to advanced study. Integral to that for MA candidates is a capstone project involving a substantial written thesis and oral presentation. Our master of arts students are movers, too, and are required to demonstrate an intermediate level of practical modern dance technique. Because of the renown of all the fine arts programs at Mills, we encourage students to collaborate across disciplines and to create a highly creative and individually tailored course of study. We also build opportunities that allow students to work with esteemed local organizations and renowned dance artists via departmental collaborations and master classes. Through committed mentorship of the library staff, the availability of important historical resources in the Special Collections of our F. W. Olin Library, and our relationship with UC Berkeley, master’s candidates have abundant resources at their disposal.

**Program Goals**

- Master a broad understanding of dance as a mover
- Master the analytical and communication skills to contextualize dance socially, culturally, and historically
- Master the creative and intellectual skills needed to research, write, and discuss dance as an innovative scholar
- Achieve the confidence and expertise for self-directed engagement in the field

**Requirements**

Minimum of 35 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DNC 133</td>
<td>Applied Concepts in Kinesiology</td>
<td>2</td>
</tr>
<tr>
<td>DNC 157</td>
<td>Music and Dance</td>
<td>3</td>
</tr>
<tr>
<td><strong>Required</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DNC 265</td>
<td>Modern to Contemporary Performance: History, Theory, and Practice</td>
<td>4</td>
</tr>
<tr>
<td>DNC 288</td>
<td>Critical Acts</td>
<td>4</td>
</tr>
<tr>
<td><strong>Technique</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DNC 014/114</td>
<td>Dance Forms from Here, There and Everywhere</td>
<td>1</td>
</tr>
<tr>
<td>DNC 015/115</td>
<td>Jazz</td>
<td>1</td>
</tr>
<tr>
<td>DNC 101</td>
<td>Elementary Ballet</td>
<td>1</td>
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<tr>
<td>DNC 103</td>
<td>Intermediate Ballet</td>
<td>1</td>
</tr>
<tr>
<td>DNC 105</td>
<td>Dance Technique I</td>
<td>1</td>
</tr>
<tr>
<td>DNC 107</td>
<td>Dance Technique II</td>
<td>1</td>
</tr>
<tr>
<td>DNC 108</td>
<td>Dance Technique II</td>
<td>1</td>
</tr>
<tr>
<td>DNC 109</td>
<td>Dance Technique III</td>
<td>1</td>
</tr>
<tr>
<td>DNC 110</td>
<td>Movement Research</td>
<td>1</td>
</tr>
<tr>
<td>DNC 111</td>
<td>Ballet Bar</td>
<td>1</td>
</tr>
<tr>
<td>DNC 180</td>
<td>Special Topics in Dance</td>
<td>3-3</td>
</tr>
<tr>
<td>DNC 255A/255B</td>
<td>Repertory Dance Company</td>
<td>2</td>
</tr>
<tr>
<td>DNC 250A</td>
<td>Thesis: Research Project</td>
<td>2</td>
</tr>
<tr>
<td>DNC 250B</td>
<td>Thesis: Writing</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives**

Select 20 semester course credits chosen from the following list with a minimum of 6 semester course credits at the 200 level or above:

- DNC 113  | Somatic Arts                              | 1     |
- DNC 134  | Dance Improvisation                       | 1     |
- DNC 159  | Stage Production                          | 2     |
- DNC 176  | Dance Cultures                            | 4     |
- DNC 179  | Labanotation Studies                      | 2     |
- DNC 180  | Special Topics in Dance                   | 3     |
Master of Fine Arts in Dance

The master of fine arts in dance is designed to deepen students’ understanding and practice of dance as an embodied art form uniting creative, analytical, spiritual, and physical skills. By studying one-on-one with accomplished faculty from a diversity of backgrounds, students have the opportunity to develop, then refine, their unique movement language, and through that process to grow as artists and human beings.

Located in the center of one of the largest and most innovative dance communities in the country, Mills Dance provides the kind of intense laboratory environment so important to advanced study. Each fall the resident performing troupe, the Mills Repertory Dance Company, stages work by noted choreographers, and in the spring students perform in works by second year MFA candidates. Throughout the year everyone has the chance to participate in an array of dance exchanges, festivals, and student projects. The capstone of the degree is a culminating group choreographic project performed publicly, and a significant research paper that closely examines a dance idea of great interest to the student.

Besides the daily rigor and experimentation in the studio and classroom, graduate candidates have the opportunity to attend concerts in the community, take exciting master classes, apply to be student teachers, receive invaluable career advice, and build life-long contacts in the field. And because alumni remain an invaluable part of the Mills Dance Department, we stay in touch and help our former graduates develop and maintain their artistic and intellectual networks.

Program Goals

- Master the technical, creative, and intellectual skills to be an innovative performer
- Master the technical, creative, and intellectual skills to be an innovative choreographer
- Master the creative and intellectual skills to contextualize dance socially, culturally, and historically
- Master the creative and intellectual skills needed to research, write, and discuss dance as a scholar
- Achieve the confidence and expertise for self-directed engagement in the field

Requirements

Minimum of 45 semester course credits

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>DNC 133</td>
<td>Applied Concepts in Kinesiology</td>
<td>2</td>
</tr>
<tr>
<td>DNC 157</td>
<td>Music and Dance</td>
<td>3</td>
</tr>
<tr>
<td>DNC 159</td>
<td>Stage Production</td>
<td>2</td>
</tr>
<tr>
<td>DNC 282</td>
<td>Group Choreography</td>
<td>2</td>
</tr>
<tr>
<td>DNC 284</td>
<td>Choreography: Construction Project</td>
<td>2</td>
</tr>
<tr>
<td>DNC 286</td>
<td>Contemporary Choreography: Stylistic and Contextual Investigations</td>
<td>2-4</td>
</tr>
<tr>
<td>DNC 287</td>
<td>Digital Performance</td>
<td>2-3</td>
</tr>
<tr>
<td>DNC 296</td>
<td></td>
<td></td>
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<tr>
<td>DNC 297</td>
<td></td>
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</tbody>
</table>

1 Electives or seminars in other departments with approval from dance faculty may also apply.
2 Master of Arts students may participate in Repertory Dance Company with permission of faculty.
3 Check the course descriptions (p. ) to see which special topics courses will be offered.

Once a student has applied to and is accepted to the MA course of study she/he is not eligible to change her/his dance degree tracks mid-stream without reapplying to the MFA program.

Code | Title                                      | Hours |
<table>
<thead>
<tr>
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</tr>
<tr>
<td>DNC 159</td>
<td>Stage Production</td>
<td>2</td>
</tr>
</tbody>
</table>

Required

Choreography:

- DNC 282 Group Choreography
- DNC 285 Sources and Inventions
- DNC 287

History/Theory:

- DNC 265 Modern to Contemporary Performance: History, Theory, and Practice
- DNC 288 Critical Acts

Technique and Physical Practice

Select twelve semester course credits from the following:

- DNC 015/115 Jazz
- DNC 111 Ballet Barre
- DNC 101 Elementary Ballet
- DNC 103 Intermediate Ballet
- DNC 107 Dance Technique II
- DNC 108 Dance Technique II
- DNC 109 Dance Technique III
- DNC 110 Movement Research
- DNC 113 Somatic Arts
- DNC 180 Special Topics in Dance
- DNC 255A/255B Repertory Dance Company

Thesis

- DNC 250A Thesis: Research Project
- DNC 250B Thesis: Writing
- DNC 250C Thesis: Concert

Electives

Select a total of 12 semester course credits from the following list with at least one course chosen from DNC 270 or above:

- DNC 134 Dance Improvisation
- DNC 176 Dance Cultures
- DNC 179 Labanotation Studies
DNC 180  Special Topics in Dance  1-3
DNC 183  Advanced Seminar in Dance  3
DNC 231  Screendance  3
DNC 243  Independent Project  2-4
DNC 253  Theory of Teaching Dance  3
DNC 254  Laboratory Teaching of Dance  2
DNC 255A & DNC 255B  Repertory Dance Company and Repertory Dance Company  4
DNC 270  Seminar in Interdisciplinary Collaboration  2-3
DNC 284  Choreography: Construction Project  2
DNC 286  Contemporary Choreography: Stylistic and Contextual Investigations  2-4
DNC 287
DNC 293  Contemporary Issues in Choreography  2-4
DNC 296  Digital Performance  2-3

1 All students must maintain physical training commensurate with professional practice. Students are required to take a minimum of 12 semester course credits of technique over two years from the following list with a minimum of 1 semester course credit in DNC 103 Intermediate Ballet.
2 DNC 250A is taken in spring semester of first year. DNC 250B is taken in fall semester of second year. DNC 250C must be taken twice, fall and spring semesters of the second year. Students must participate each year in thesis concert pieces and other student choreographic projects to satisfy the performance requirement.
3 Electives or seminars in other departments with approval from dance faculty may also apply.
4 Also see the undergraduate courses listed in the Undergraduate Catalog in which graduate students may enroll.

Education

We offer three areas of advanced study in early childhood education, educational leadership, and teacher education. Within each program area are strands that allow you to focus your graduate work on specializations including: early childhood special education, child life in hospitals, independent school leadership, and early childhood leadership. Our doctoral degree (EdD) in educational leadership prepares graduates for a variety of positions including curriculum development, higher education administration, and university teaching.

We believe that learning, knowledge, and change happen through collaboration with colleagues. Every course focuses on the complex interrelationships between theory, research, and practice based on the understanding that grounded practice informs theory, just as theory and research guide practice. Our graduates have a lasting impact on educational communities, practices, and policies.

Programs

Teacher Education

- Multiple Subject Credential (p. 204)
- MA in Education, Early Childhood Education (p. 195)
- Single Subject Credential in Humanities (Art, English, or Social Science) (p. 205)
- Single Subject Credential in Mathematics or Science (p. 206)

- MA in Education (MEET) (p. 208)
- Language, Culture, and Trauma Certificate in Teaching (p. 209)

Early Childhood Education

- MA in Early Childhood Education—MA/ECE (p. 195)
  - Early Childhood Multiple Subject Credential—MA/ECE/MSC (p. 197)
- MA in Education, Child Life in Hospitals—MA/ECE/CL (p. 200)
  - Early Childhood Special Education Credential—MA/ECE/ECSE (p. 198)
  - Early Childhood Special Education Child Life Credential—MA/ECE/CL/ECSE (p. 200)
- MA in Early Childhood Leadership—MA/ECL (p. 202)

Educational Leadership

- MA in Educational Leadership (p. 210)
  - Early Childhood Leadership (p. 202)
  - Independent School Leadership (p. 213)
- Joint MBA/MA in Educational Leadership (p. 222)
- Doctorate (EdD) in Educational Leadership (p. 211)
  - focus on Community College Leadership (p. 212)
  - Administrative Services Credential (p. 214)

Infant Mental Health

- Infant Mental Health (p. 217)
- Infant Mental Health with Special Education Credential (p. 217)

Accelerated Degree Programs

- BA/MA Child Development & Elementary Education (p. 97)
- BA/MA Early Childhood Education (p. 97)
- BA/MA Early Childhood Special Education/Teaching Credential (p. 98)
- BA/MA Education/Teaching Credential (p. 98)
- BA/MA Infant Mental Health (p. 100)

Certificates

- Waldorf Education (p. 215)

Faculty & Staff

Rebecca Akin
Assistant Adjunct Professor
TTS
rakin@mills.edu
Professional Interests: Practitioner inquiry, youth participatory action research (YPAR), urban education, visual research methods, early childhood literacy

Elizabeth Baker
Associate Professor of Practice
TTS/Math-Science Education 223
510.430.3154, ebaker@mills.edu
Professional Interests: Teacher research, including Japanese lesson study; pre-service and in-service science and mathematics education;
gender and equity education in the urban classroom; constructivist education

Ruth Cossey
Professor, MEET/TTS Program Chair
TTS/Math-Science
Education 219
510.430.3159, rcossey@mills.edu
Professional Interests: Preservice and inservice mathematics and science education, sociology of education in urban environments, mathematics reform in elementary and secondary schools

Ellen Dahlke
Adjunct Assistant Professor of Education
708.828.6821, ellen.dahlke@gmail.com
Professional Interests: Language, literacy, and identity; African American English; literacy education; teacher education; education in prison contexts

Irenka Dominguez-Pareto
Assistant Adjunct Professor
Education 214, idominguezpareto@mills.edu
Professional Interests: Child development in context, equity issues in parental involvement policy and practice, gender and schooling, educational advocacy in special education, latino communities and schools, family studies, language socialization and discourse analysis, early childhood education, critical education theory, feminist theory, research methods, ethnography

Priya Shimpi Dritscoll
Mary and Richard Holland Professorship in Early Childhood Education
Associate Professor of Education, Early Childhood Education
Director of Language Development Laboratory
Education 215
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Professional Interests: Communicative, social, and cognitive development in a diversity of learning environments; translating early childhood research into practice; the role of culture and experience in childrens attention and learning

Victoria Forrester
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Professional Interests: The principalship, teaching and learning, Special Education, educational equity

Tomás Galguera
Professor of Education
TTS/MEET
Education 217
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Professional Interests: Teacher education for language-minority students, bilingual education and English-language development programs, ethno linguistic diversity in education

Nolan Jones
Director, EdD Program
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Professional Interests: Youth development, critical, transformative, and hip hop pedagogies, cultural capital and constructivism, green technology and community health

Diane Ketelle
Robert and Ann Wert Professor of Education
Professor of Education
Interim Dean of the School of Education
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Professional Interests: Administrator knowledge, administrator stories, narrative inquiry, fictionalizing real experience

Argelia Lara
Assistant Professor
Education 214
510.430.3152

Korie Leigh
Assistant Adjunct Professor
Education 212, 510.430.3151, kleigh@mills.edu
Professional Interests: Child Life in alternative settings, pediatric hospice and palliative care, thanatology, childhood grief, sibling grief, disenfranchised grief, attachment and loss, expressive arts interventions, self-care, vicarious trauma, person-centered child therapy, transformative education, supervision in child life, and qualitative research methods.

Betty Lin
Adjunct Professor
Education 212, 510.430.3149
blin@mills.edu
Professional Interests: Early intervention and early childhood special education, infant mental health, early intervention advocacy and public policy, and cultural understanding when working with Asian families

Barbara LiSanti
Professor of Mathematics and Computer Science; Trefethen Faculty Awardee
TTS/Math-Science
CPM Room 200B
510.430.2247, barbara@mills.edu
Professional Interests: Artificial Intelligence applications in education, cognitive science, intelligent tutoring systems, computer science education, linear algebra

Karen Mayfield-Ingram
Assistant Adjunct Professor
Education 219, 510.430.3159

Alison McDonald
Director, Administrative Credential Program, Master’s degree in Educational Leadership Program, Assistant Adjunct Professor
Education 210
510.430.3148, amcdonald@mills.edu
Professional Interests: K-12 school Leadership, transformation and sustainability in leadership positions

Pedro E. Nava
Trefethen Faculty Award
Assistant Professor of Education, Educational Leadership
Education 222
510.430.3166, pnava@mills.edu
Professional Interests: Urban and rural education, Latina/o education, school-community partnerships, participatory action research, communities and schools, critical pedagogy, critical race theory, (im) migrant education, geographic information systems
Master of Arts in Early Childhood Education

This program prepares our students to work as leaders in teaching or administration in early childhood settings, including preschools and child development programs.

In addition, the program prepares students to teach early childhood education topics in community colleges or adult education programs. Our students often continue their education to pursue research or doctoral degrees as well as other forms of professional leadership. The program provides a strong foundation in child development and in developmentally, culturally, and linguistically responsive practices.

Students may choose the full-time MA program which is two years or the part-time MA program which generally takes three years.

The full-time MA programs can be combined with a multiple subject credential (p. 197) for K–8 teaching or an early childhood special education credential (p. 198).

Program Goals

- Provide students with many different theoretical perspectives and scientific and practical knowledge to understand and support human development and learning
- Prepare students to be learners and to take responsibility for their own learning.
- Prepare reflective and critical thinkers who examine issues about the development of infants and young children and their relationships in various contexts: school, hospital, family, community, and with an understanding of culture.
- Prepare students to work as part of a team and to develop collegial relationships with fellow students and faculty.
- Teach students how to assess children in a culturally competent and developmentally appropriate way and to link assessment information to individual interventions.

Staff

Gabriela Cervantes-Powell
Budget Manager
Minumum of 39 semester course credits

This program prepares students for teaching and professional leadership in preschool, child-care services, and other programs for children and families. Other possibilities include public policy, research, adult education, and parent education. Students may prepare for professional opportunities in program development for private organizations and public agencies, and for more advanced graduate work. It is possible to complete both a master’s degree and a multiple subject credential with an emphasis in early childhood education by enrolling in the MA/ECE and MA/ECE/MSC programs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 214</td>
<td>Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 234</td>
<td>Research Methodology for Observing Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 236</td>
<td>Development and Learning: Infancy through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 238</td>
<td>Social, Emotional, and Moral Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 290A</td>
<td>Theory and Practice of Early Childhood Education 0-8: Infancy and Preschoolers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 290B</td>
<td>Theory and Practice of ECE: Curriculum &amp; Instruction for Infants and Preschoolers with Special Needs</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 36

In consultation with your advisor students will select an additional 3 semester course credits from the School of Education and College offerings. This additional course work will be individualized based on students’ professional goals and previous experience.

Related Programs

Teacher Education

- Multiple Subject Credential (p. 204)
- MA in Education, Early Childhood Education (p. 195)
- Single Subject Credential in Humanities (Art, English, or Social Science) (p. 205)
- Single Subject Credential in Mathematics or Science (p. 206)
- MA in Education (MEET) (p. 208)
- Language, Culture, and Trauma Certificate in Teaching (p. 209)

Early Childhood Education

- MA in Early Childhood Education—MA/ECE (p. 195)
- Early Childhood Multiple Subject Credential—MA/ECE/MSC (p. 197)
- MA in Education, Child Life in Hospitals—MA/ECE/CL (p. 200)
- Early Childhood Special Education Credential—MA/ECE/ECSE (p. 198)

Course Work

Course work is designed to prepare students to teach in diverse settings, and integrates theory and practice. See the Requirements (p. 196) page for a list of courses required for this program; see the Course Descriptions (p. 205) page for paragraph-length descriptions of individual courses.

Fieldwork

Students who enter directly into the full-time MA program spend their first year student teaching in an infant-toddler or preschool classroom at the Mills College Children’s School under the supervision of highly experienced head teachers. This student teaching experience is paired with a year-long course in which students reflect on their teaching practice. In the second year, students may participate in internships in a variety of early childhood organizations. Depending on their interests and professional goals, students might intern in local preschool programs as administrators, in national or local research organizations as research assistants, in community college classrooms as student teachers, or in local policy and advocacy organizations. Part-time students engage in yearlong field placements based on their interests and the emphasis they have chosen in order to expand their professional network.

Those who enter the program after completing the Multiple Subject Credential Program spend at least one semester in an infant-toddler or preschool classroom at the Mills College Children’s School. They may spend the last semester in the Mills College Children’s School, a public preschool or primary classroom, or in an alternative education setting for young children.

Career Opportunities

Students are prepared for teaching, intervention, administration, evaluation, public policy, research, and nonprofit and community leadership, and many further their studies with advanced degrees.

Requirements

Master of Arts in Education With an Emphasis in Early Childhood Education (MA/ECE)
Early Childhood Multiple Subjects Credential

The Multiple Subject Credential Program prepares students to teach kindergarten through eighth grade in multi-subject classrooms. The program is designed to allow students to teach in any classroom, but particularly those in urban schools; to think from a developmental and constructivist perspective; to work with colleagues and families for the promotion of student growth; and to grapple with the social, moral, and political dilemmas of teaching practice. We believe that elementary teachers attend to the positive development of the whole child by successfully integrating the aims of authority with caring, and the aims of academic rigor with playfulness and mindful joy.

This teaching credential program accomplishes these goals through the constant interplay of theory and practice, by offering fieldwork and course work simultaneously, and through the close personal attention that our intimate community of learners provides. The program prepares our students to be successful teachers in schools as they exist currently, and at the same time, to change them to better meet students' needs.

Graduates of the program are eligible to apply for a California preliminary teaching credential; this credential is reciprocal in most states.

Certificates

Waldorf Education (p. 215)

Educational Leadership

• MA in Educational Leadership (p. 210)
• Early Childhood Leadership (p. 202)
• Independent School Leadership (p. 213)
• Joint MBA/MA in Educational Leadership (p. 222)
• Doctorate (EdD) in Educational Leadership (p. 211)
• focus on Community College Leadership (p. 212)
• Administrative Services Credential (p. 214)

Infant Mental Health

• Infant Mental Health (p. 217)
• Infant Mental Health with Special Education Credential (p. 217)

Accelerated Degree Programs

• BA/MA Child Development & Elementary Education (p. 97)
• BA/MA Early Childhood Education (p. 97)
• BA/MA Early Childhood Special Education/Teaching Credential (p. 98)
• BA/MA Education/Teaching Credential (p. 98)
• BA/MA Infant Mental Health (p. 100)

Course Work

The teaching credential course work integrates theory and practice to prepare students to teach in an urban setting and is guided by an overarching concern for social justice. See the Requirements (p. 197) page for a list of courses required for this program; see the Course Descriptions (p. ) page for paragraph-length descriptions of individual courses.

Fieldwork

Over the course of the program, students work alongside an experienced cooperating teacher in two different settings and at two different grade levels: one semester in primary (K–3), and one semester in upper elementary (3–6). In addition to the cooperating teacher, students have a Mills supervisor who visits the classroom twice each month and provides weekly guidance and feedback as students learn to teach.

Students also have a weekly seminar with their elementary school supervisors and colleagues to discuss and grapple with the complexities of classroom experiences.

Completing the MA

Students in the Multiple Subject Credential Program may continue their studies to complete their MA through the MEET Program (p. 208) or the MA in education with an emphasis in early childhood education (p. 195).

Career Opportunities

Graduates from the Multiple Subject Credential Program obtain jobs in public, charter, and independent schools in the San Francisco Bay Area and beyond, though most teach in urban public schools. The Mills Career Services Office provides support in finding these placements, and our large network of alumnae/i is an invaluable resource in the job search process.

Requirements

Master of Arts in Education with an Emphasis in Early Childhood Education with a Multiple Subjects Credential (MA/ECE/MSC)
Minimum of 27 semester course credits

Students who have completed their Multiple Subject Credential coursework may focus on master’s level work in early childhood education. Students will plan their course schedule with the faculty advisor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 214</td>
<td>Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Setting</td>
<td></td>
</tr>
<tr>
<td>EDUC 260</td>
<td>History and Theories of Play in Human Development, Culture, and Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 290</td>
<td>Advanced Seminar in Child Development</td>
<td></td>
</tr>
<tr>
<td>EDUC 291A</td>
<td>Theory and Practice of Early Childhood Education 0-8: Infancy and Preschoolers</td>
<td></td>
</tr>
<tr>
<td>EDUC 291B</td>
<td>Theory and Practice of ECE: Curriculum &amp; Instruction for Infants and Preschoolers with Special Needs</td>
<td></td>
</tr>
<tr>
<td>EDUC 294A</td>
<td>Graduate Seminar: Research in Education—ECE</td>
<td></td>
</tr>
<tr>
<td>EDUC 294B</td>
<td>Research Seminar—ECE</td>
<td></td>
</tr>
<tr>
<td>EDUC 234</td>
<td>Research Methodology for Observing Children</td>
<td></td>
</tr>
<tr>
<td>EDUC 237</td>
<td>Language Development: Literacy, bilingualism, and communication</td>
<td></td>
</tr>
<tr>
<td>EDUC 238</td>
<td>Social, Emotional, and Moral Development and Learning</td>
<td></td>
</tr>
</tbody>
</table>

Choose two of the following three courses:

- EDUC 234 Research Methodology for Observing Children
- EDUC 237 Language Development: Literacy, bilingualism, and communication
- EDUC 238 Social, Emotional, and Moral Development and Learning

**Related Programs**

**Teacher Education**
- Multiple Subject Credential (p. 204)
  - MA in Education, Early Childhood Education (p. 195)
- Single Subject Credential in Humanities (Art, English, or Social Science) (p. 205)
- Single Subject Credential in Mathematics or Science (p. 206)
- MA in Education (MEET) (p. 208)
- Language, Culture, and Trauma Certificate in Teaching (p. 209)

**Early Childhood Education**
- MA in Early Childhood Education—MA/ECE (p. 195)
  - Early Childhood Multiple Subject Credential—MA/ECE/MSC (p. 197)
- MA in Education, Child Life in Hospitals—MA/ECE/CL (p. 200)
  - Early Childhood Special Education Credential—MA/ECE/ECSE (p. 198)
  - Early Childhood Special Education Child Life Credential—MA/ECE/CL/ECSE (p. 200)
- MA in Early Childhood Leadership—MA/ECL (p. 202)

**Educational Leadership**
- MA in Educational Leadership (p. 210)
  - Early Childhood Leadership (p. 202)
  - Independent School Leadership (p. 213)
  - Joint MBA/MA in Educational Leadership (p. 222)
  - Doctorate (EdD) in Educational Leadership (p. 211)
- focus on Community College Leadership (p. 212)
- Administrative Services Credential (p. 214)

**Infant Mental Health**
- Infant Mental Health (p. 217)
- Infant Mental Health with Special Education Credential (p. 217)

**Accelerated Degree Programs**
- BA/MA Child Development & Elementary Education (p. 97)
- BA/MA Early Childhood Education (p. 97)
- BA/MA Early Childhood Special Education/Teaching Credential (p. 98)
- BA/MA Education/Teaching Credential (p. 98)
- BA/MA Infant Mental Health (p. 100)

**Certificates**
- Waldorf Education (p. 215)

**Early Childhood Special Education Credential**

In combination with the early childhood education MA (p. 195), this program prepares students to work in early intervention and preschool special education settings with infants and young children who have developmental disabilities. Graduates learn that working with families, caregivers, and communities is integral to the education and care of young children with special needs.

Graduates are prepared to apply for a credential in early childhood special education, which certifies them to work with children ages zero to five with special needs. This credential may be combined with an MA in child life in hospitals (p. 200) or with an MA in infant mental health (p. 217).

**Program Goals**
- Prepare reflective and critical thinkers who examine issues about the development of infants and young children and their relationships in various contexts: school, hospital, family, community, and with an understanding of culture
- Provide students with many different theoretical perspectives and scientific and practical knowledge to understand and support human development and learning
- Prepare students to participate as a member of a multidisciplinary team
- Prepare students to interact with children with developmental disabilities and their families in a family-centered manner guided by theories of human growth and development
- Prepare students to provide early intervention strategies across all developmental domains.

**Distinctive Features**
- **Mills College Children’s School:** Students have the opportunity to connect theory and practice by working in the Mills College Children’s School, where they are closely mentored by experienced and knowledgeable early childhood professionals.
- **Social justice and equity:** Graduates leave our program inspired to use teaching and leadership to improve the lives of young...
children and families, deepen student learning, increase their own knowledge, transform schools, and increase educational equity.

- **Strength-based approach:** The program teaches students to approach early childhood with an appreciation of the diverse resources that children and families bring to the education and care of infants and young children with developmental disabilities.

### Course Work

Course work integrates theory and practice to prepare students to teach in urban settings and is guided by an overarching concern for social justice.

The curriculum meets the state of California’s credential requirements for a preliminary education specialist credential with the specialty area of early childhood special education and added authorizations in autism spectrum disorder and emotional disturbance disorder. See the Requirements page for a list of courses required for this program; see the Course Descriptions (p. 1) page for paragraph-length descriptions of individual courses.

### Fieldwork

During the two years of study, students have four field placements. The first two placements are at the Mills College Children’s School during a student’s two initial semesters, with at least one semester in the Infant-Toddler Program. During the second year, students have one early childhood special education preschool placement and one early intervention placement.

Student teaching in early childhood special education is an essential feature of the program. In their field placements, students have an opportunity to demonstrate their understanding of effective early intervention and preschool special education. The field placements challenge students to evaluate their teaching, to reflect on their teaching practice, and to enhance their skills as professional and special-needs educators. The program faculty work with the teaching placement staff to form a team that facilitates students’ entrance into the special education profession.

### Career Opportunities

Upon completion of the program, students may apply to the California Commission on Teacher Credentialing for a preliminary education specialist credential with the specialty area of early childhood special education, and they may be eligible to add authorizations in autism spectrum disorder and emotional disturbance disorder. The credential allows graduates to work with children with special needs in early intervention programs and preschool special education classrooms. In compliance with the CCTC’s requirement and in consideration of the logistics involved in internship placements, all students must pass the CBEST before being accepted to the program.

The following course sequence included in our early childhood special education program are approved by the CCTC and are required for students in the MA, Education with Emphasis in Early Childhood Education program who wish to obtain the ECSE Credential. Students will plan their course schedule with a faculty advisor. The following core courses represent a typical student’s movement through the program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 214</td>
<td>Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 231</td>
<td>Assessment and Intervention for Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 238</td>
<td>Social, Emotional, and Moral Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 254</td>
<td>Medical Information: Children in Hospitals and Clinics</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 256</td>
<td>Children with Special Needs: Infants and Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 260</td>
<td>History and Theories of Play in Human Development, Culture, and Education</td>
<td>3-3</td>
</tr>
<tr>
<td>EDUC 291A</td>
<td>Theory and Practice of Early Childhood Education 0-8: Infancy and Preschoolers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 291B</td>
<td>Theory and Practice of ECE: Curriculum &amp; Instruction for Infants and Preschoolers with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 237</td>
<td>Language Development: Literacy, bilingualism, and communication</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 275A</td>
<td>Field Experience in Early Childhood Special Ed and Infant Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 275B</td>
<td>Field Experience in Early Childhood Special Ed and Infant Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 276</td>
<td>Leadership and Administration in Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 294A</td>
<td>Graduate Seminar: Research in Education—ECE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 294B</td>
<td>Research Seminar—ECE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
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<td>18</td>
</tr>
</tbody>
</table>

### Related Programs

#### Teacher Education

- Multiple Subject Credential (p. 204)
- MA in Education, Early Childhood Education (p. 195)
- Single Subject Credential in Humanities (Art, English, or Social Science) (p. 205)
- Single Subject Credential in Mathematics or Science (p. 206)
- MA in Education (MEET) (p. 208)
- Language, Culture, and Trauma Certificate in Teaching (p. 209)

#### Early Childhood Education

- MA in Early Childhood Education—MA/ECE (p. 195)
- Early Childhood Multiple Subject Credential—MA/ECE/MSC (p. 197)
• MA in Education, Child Life in Hospitals—MA/ECE/CL (p. 200)
  • Early Childhood Special Education Credential—MA/ECE/ECSE (p. 198)
  • Early Childhood Special Education Child Life Credential—MA/ECE/CL/ECSE (p. 200)
• MA in Early Childhood Leadership—MA/ECL (p. 202)

Educational Leadership
• MA in Educational Leadership (p. 210)
  • Early Childhood Leadership (p. 202)
  • Independent School Leadership (p. 213)
• Joint MBA/MA in Educational Leadership (p. 222)
• Doctorate (EdD) in Educational Leadership (p. 211)
  • focus on Community College Leadership (p. 212)
  • Administrative Services Credential (p. 214)

Infant Mental Health
• Infant Mental Health (p. 217)
• Infant Mental Health with Special Education Credential (p. 217)

Accelerated Degree Programs
• BA/MA Child Development & Elementary Education (p. 97)
• BA/MA Early Childhood Education (p. 97)
• BA/MA Early Childhood Special Education/Teaching Credential (p. 98)
• BA/MA Education/Teaching Credential (p. 98)
• BA/MA Infant Mental Health (p. 100)

Certificates
Waldorf Education (p. 215)

Early Childhood Special Education Child Life Credential

MA in Education with an Emphasis in ECE with Child Life and Preliminary Education Specialist Instruction Credential (MA/ECE/CL/ECSE)

Minimum of 59 semester course credits

This program will allow the students to specialize in Child Life and earn the Education Specialist Instruction Credential with the specialty area of Early Childhood Special Education and added authorizations of Emotional Disturbance. Students will plan their course schedule with a faculty advisor; the following core courses represent a typical student’s movement through the program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 214</td>
<td>Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 231</td>
<td>Assessment and Intervention for Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 238</td>
<td>Social, Emotional, and Moral Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 242</td>
<td>The Hospitalized Child</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 253</td>
<td>Child Life Seminar &amp; Clinical Skills</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 254</td>
<td>Medical Information: Children in Hospitals and Clinics</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 255</td>
<td>Children with Special Needs: Infants and Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 256</td>
<td>Grief &amp; Loss: Children &amp; Families</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 260</td>
<td>History and Theories of Play in Human Development, Culture, and Education</td>
<td>3-3</td>
</tr>
<tr>
<td>EDUC 29A</td>
<td>Theory and Practice of Early Childhood Education 0-8: Infancy and Preschoolers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 29B</td>
<td>Theory and Practice of ECE: Curriculum &amp; Instruction for Infants and Preschoolers with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>32</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 273</td>
<td>Field Experience in Child Life in Hospitals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Credit is added to fall semester after completion of summer field placement. Students can take the Field Experience during either summer or during the fall semester.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 237</td>
<td>Language Development: Literacy, bilingualism, and communication</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 263</td>
<td>Administrative Practicum in Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 273A</td>
<td>Field Experience in Child Life in Hospitals</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 273B</td>
<td>Field Experience in Child Life in Hospitals II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 275A</td>
<td>Field Experience in Early Childhood Special Ed and Infant Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 275B</td>
<td>Field Experience in Early Childhood Special Ed and Infant Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 276</td>
<td>Leadership and Administration in Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 294A</td>
<td>Graduate Seminar: Research in Education—ECE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 294B</td>
<td>Research Seminar—ECE</td>
<td>3</td>
</tr>
</tbody>
</table>

Master of Arts in Education, Child Life in Hospitals

In this program, students are equipped with specialized training to respond to the developmental, social, and emotional needs of hospitalized children and their families. They learn to mitigate the impact of medical trauma while preserving basic developmental pathways and family support systems in hospitals and medical community settings. Graduates of the program receive an MA in education. The program meets the academic standards of the Child Life Council, and graduates may apply for the child life specialist certification, provided they meet the Child Life Council’s eligibility requirements.

This degree may also be combined with an early childhood special education credential (p. 198).

Program Goals
• Provide students with many different theoretical perspectives and scientific and practical knowledge to understand and support human development and learning
• Prepare reflective and critical thinkers who examine issues about the development of infants and young children and their relationships in various contexts: school, hospital, family, community, and with an understanding of culture
• Prepare students to work as part of a team and to develop collegial relationships with fellow students and faculty
• Prepare students to interact with children with medical needs and their families in a family-centered manner guided by theories of human growth and development
• Prepare students to participate as a member of a multidisciplinary team

Distinctive Features
• Specialized faculty: The program’s faculty includes experienced professionals and researchers, as well as certified child-life specialists.
• Theory-based practice: The program is firmly grounded in child development theories and in psychology. The students learn to use attachment- and relationship-based approaches, as well as developmentally appropriate play techniques, to support normal development despite medical crises and stress.
• International recognition: The program has graduates working in Japan and other hospital settings around the world. It is one of roughly 480 documented child life programs worldwide. All of these programs share common theories and practices.

Course Work
Course work prepares students to help children manage stressful and potentially traumatic medical experiences by integrating theory and practice. Some classes focus on the hospitalized child and include relevant fieldwork. Other courses provide a broad cultural, historical, philosophical, and empirically based foundation for the field of child life. In addition to learning basic child-life skills, students are encouraged to take a reflective, inquiry orientation toward the profession. See the Requirements page for a list of courses required for this program; see the Course Descriptions (p. 240) page for paragraph-length descriptions of individual courses.

Fieldwork and Hospital Internships
Students participate in two semesters of field experience at the Mills College Children’s School (https://www.mills.edu/academics/graduate-programs/education/mills-college-childrens-school.php) for a minimum of 15 hours each week. At this laboratory school, they learn to work with infants and toddlers as well as preschool and school-age children.

During the second year of the program students intern in a hospital environment. Students are required to obtain a minimum of 480 hours of clinical supervision with a certified child-life specialist (as required by the Certifying Committee of the Child Life Council). The program and the field placement’s clinical supervisors form a team to educate the students. Together, the team aims to facilitate students’ entrance into the profession of child life and to enhance the quality of psychosocial care and services delivered to children and families.

Each fieldwork experience is supported by a seminar that meets once a week. Seminars are designed to encourage students to become reflective professionals through self-evaluation and peer-evaluation activities.

Career Opportunities
Many of our graduates are currently working at Lucille Packard’s Children’s Hospital, UCSF Benioff Children’s Hospital, Oakland and UCSF Benioff Children’s Hospital, San Francisco—three of the largest programs in the San Francisco Bay Area. The Director of UCSF Benioff, San Francisco is a graduate of the Mills College School of Education. Our alumnae/i also pursue jobs in child life in hospitals.

Requirements
Master of Arts in Education with an Emphasis in Early Childhood Education with Child Life in Hospitals (MA/ECE/CL)

Minimum of 41 semester course credits

This graduate program leads to both a master’s degree and the eligibility for child life examination. The program meets the academic standards of the Association of Child Life Professionals (ACLP) and has the required courses for graduates to sit for the Child Life Specialist Certification Exam. Applicants to the Child Life program must have a minimum of 200 hours (preferably more) of volunteering experience in a pediatric hospital setting under the supervision of a certified child life specialist prior to entering the program. For details on the standards and requirements, consult with the advisor of the Child Life Program at Mills College. Students will plan their course schedule with their faculty advisor. The following sequence of core courses represents a typical student’s movement through the program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 214</td>
<td>Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 238</td>
<td>Social, Emotional, and Moral Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 242</td>
<td>The Hospitalized Child</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 253</td>
<td>Child Life Seminar &amp; Clinical Skills</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 254</td>
<td>Medical Information: Children in Hospitals and Clinics</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 256</td>
<td>Grief &amp; Loss: Children &amp; Families</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 260</td>
<td>History and Theories of Play in Human Development, Culture, and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 291A</td>
<td>Theory and Practice of Early Childhood Education 0-8: Infancy and Preschoolers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 291B</td>
<td>Theory and Practice of ECE: Curriculum &amp; Instruction for Infants and Preschoolers with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 293A</td>
<td>Administrative Practicum in Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 294A</td>
<td>Graduate Seminar: Research in Education—ECE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 294B</td>
<td>Research Seminar—ECE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 273A</td>
<td>Field Experience in Child Life in Hospitals</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 273B</td>
<td>Field Experience in Child Life in Hospitals II</td>
<td></td>
</tr>
<tr>
<td>EDUC 231</td>
<td>Assessment and Intervention for Children with Special Needs</td>
<td></td>
</tr>
<tr>
<td>EDUC 234</td>
<td>Research Methodology for Observing Children</td>
<td></td>
</tr>
<tr>
<td>EDUC 235</td>
<td>Development and Learning: Infancy through Adolescence</td>
<td></td>
</tr>
<tr>
<td>EDUC 255</td>
<td>Children with Special Needs: Infants and Young Children</td>
<td></td>
</tr>
<tr>
<td>EDUC 276</td>
<td>Leadership and Administration in Early Childhood Programs</td>
<td></td>
</tr>
<tr>
<td>PSYC 242</td>
<td>Attachment and Loss</td>
<td></td>
</tr>
</tbody>
</table>
Master of Arts in Early Childhood Leadership

This program is designed for working professionals with strong experience in early childhood or related educational disciplines. The program works to develop leaders from within the field who reflect the profession’s rich demographic diversity and the wide range of interests and service sectors. Students learn to become effective leaders working for coordinated and equitable early learning systems at local, state, and federal levels.

Students enrolled in the program apply to either the MA program, from which they receive an MA in early childhood with an emphasis in leadership, or to the EdD program (p. 211), during which they pursue an early childhood leadership emphasis for their MA before completing their doctorate degree.

**Program Goals**

- Students will understand a sampling of current theories of leadership; analyze dynamics of organizational and individual behavior (including their own) that influence effective leadership.
- Students will understand the interplay between personal and organizational factors that influence successful leadership; explore the challenges of leadership in a world where change is constant; and articulate the particular challenges faced by leaders in 21st century organizations.
- Students will explore the history of early care and education focusing on changes in services, attitudes, stakeholders and public investment over time. Students will examine how the local system differs from that in other communities in the United States, other industrialized countries, and other related disciplines.
- Students will develop a nuanced understanding of the current early care and education system which includes knowledge about the policies, goals, funding, infrastructure, and politics related to the wide range of services serving children and their families.

**Distinctive Features**

- **Diverse field placements:** Field placements are individually designed to expand students’ knowledge and expose them to the complexity of early childhood services. Field placements also emphasize the vital connection between public policy and program delivery, and reinforce the need for cross-disciplinary approaches.
- **Leadership development:** Through inquiry, students develop skills in listening and collegiality, so that they become effective and ethical leaders in the increasingly complex and diverse communities where early childhood professionals work. Students participate in local and statewide policy meetings and in advocacy events to observe leadership in action and to practice the skills and dispositions they are studying.

**Course Work**

Students work with their advisor to choose courses that are in line with their interests. Many courses are designed to develop students’ professional work with young children (prenatal through third grade) and families.

Students enrolled in the doctoral degree program take core courses in the Early Childhood MA Program that emphasize leadership, followed by the doctoral core courses described in the Educational Leadership Doctorate Program. See the Requirements page for a list of courses required for this program; see the Course Descriptions page for paragraph-length descriptions of individual courses.
Fieldwork

Students participate in two semesters of field experience individually developed for them. Through experience and critical reflection, these placements expand students' perspectives on and understanding of the complex systems and issues impacting the early childhood field and their responsibilities as field leaders.

Students work in collaboration with their field supervisors to strengthen their skills in areas such as program administration, policy and legislation, effective advocacy and coalition building, workforce development, fiscal and business services, family and community engagement, research, evaluation, and systems-building work. Field placements average eight hours per week. All students work with their field supervisors to plan a final field placement project.

Students complete regular reflections during their field placements to help them become reflective professionals through self-evaluation and critical analysis.

Career Opportunities

Graduates of the program have a wide range of careers in program administration, policy and professional development, advocacy, research, philanthropy, college teaching, and family support.

Requirements

Master of Arts in Education with an Emphasis in Early Childhood Leadership (MA/ECL)

Minimum of 40 semester course credits

The Early Childhood Leadership strand was developed for working professionals. Students take classes in leadership theory and development, organizational change, public policy and systems analysis, ethics and morality, family and community diversity and the application of child development theory to current issues in early care and education. In addition to academic coursework, students complete year-long field placements to expand their understanding of the various sectors of the early childhood field and to deepen their knowledge of the complex issues challenging the profession. They also regularly attend policy meetings, advocacy forums and legislative events to learn the vital connection between public policy and program delivery and to prepare them to become effective at working for more coordinated, cohesive, and equitable early learning systems across local, state, and federal contexts. Graduates of the early childhood leadership program assume a variety of leadership roles in policy, program development, administration, advocacy, teaching, professional development, coaching/mentoring, higher education, and research.

A total of 40 semester units are required to earn the MA in education with an emphasis in Early Childhood Leadership. Students work with their advisor to tailor the MA or EDD to their individual interests and specific career goals. Students enrolled in the early childhood leadership program may also complete an EDD (see Educational Leadership Handbook) or work concurrently on their Preliminary Administrative Services Credential (see ASC requirements in the Educational Leadership Handbook).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 203</td>
<td>Public Policy: Children, Youth, and Family Issues</td>
<td>2-4</td>
</tr>
</tbody>
</table>

EDUC 214 Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Setting 3
EDUC 263 Administrative Practicum in Early Childhood Programs 3
EDUC 265 Child Development for Early Childhood Leaders 1 4
EDUC 276 Leadership and Administration in Early Childhood Programs 3

Plus 3-6 semester course credit of electives chosen in conjunction with advisor

Hours 15-17
Total Hours 15-17

1 or departmental equivalent such as EDUC 236

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 290</td>
<td>Advanced Seminar in Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 294A</td>
<td>Graduate Seminar: Research in Education—ECE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 294B</td>
<td>Research Seminar—ECE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 426</td>
<td>Ethical and Moral Considerations in Educational Leadership</td>
<td>4</td>
</tr>
</tbody>
</table>

Plus 6-9 semester course credits of electives chosen in conjunction with advisor

Hours 13
Total Hours 13

Related Programs

Teacher Education

- Multiple Subject Credential (p. 204)
- MA in Education, Early Childhood Education (p. 195)
- Single Subject Credential in Humanities (Art, English, or Social Science) (p. 205)
- Single Subject Credential in Mathematics or Science (p. 206)
- MA in Education (MEET) (p. 208)
- Language, Culture, and Trauma Certificate in Teaching (p. 209)

Early Childhood Education

- MA in Early Childhood Education—MA/ECE (p. 195)
- Early Childhood Multiple Subject Credential—MA/ECE/MSC (p. 197)
- MA in Education, Child Life in Hospitals—MA/ECE/CL (p. 200)
- Early Childhood Special Education Credential—MA/ECE/ECSE (p. 198)
- Early Childhood Special Education Child Life Credential—MA/ECE/CL/ECSE (p. 200)
- MA in Early Childhood Leadership—MA/ECL (p. 202)

Educational Leadership

- MA in Educational Leadership (p. 210)
- Early Childhood Leadership (p. 202)
- Independent School Leadership (p. 213)
- Joint MBA/MA in Educational Leadership (p. 222)
- Doctorate (EdD) in Educational Leadership (p. 211)
- focus on Community College Leadership (p. 212)
- Administrative Services Credential (p. 214)

Infant Mental Health

- Infant Mental Health (p. 217)
- Infant Mental Health with Special Education Credential (p. 217)
Multiple Subject Credential

The Multiple Subject Credential Program prepares students to teach kindergarten through eighth grade in multi-subject classrooms. The program is designed to allow students to teach in any classroom, but particularly those in urban schools; to think from a developmental and constructivist perspective; to work with colleagues and families for the promotion of student growth; and to grapple with the social, moral, and political dilemmas of teaching practice. We believe that elementary teachers attend to the positive development of the whole child by successfully integrating the aims of authority with caring, and the aims of academic rigor with playfulness and mindful joy.

This teaching credential program accomplishes these goals through the constant interplay of theory and practice, by offering fieldwork and course work simultaneously, and through the close personal attention that our intimate community of learners provides. The program prepares our students to be successful teachers in schools as they exist currently, and at the same time, to change them to better meet students’ needs.

Graduates of the program are eligible to apply for a California preliminary teaching credential; this credential is reciprocal in most states.

Distinctive Features

- **Cohort-based program:** The program year begins with a late summer course in mathematical understanding in elementary school teaching. The program also includes a late summer retreat where you meet other new students and the faculty—the people who will become colleagues as you enter the teaching profession.
- **Coherent curriculum:** Course work reflects a group of core principles (https://www.mills.edu/academics/graduate-programs/education/our-principles.php) which have been developed by the faculty. Faculty meet regularly to ensure the principles are reflected in the program’s course work and fieldwork components.
- **Professional focus:** Throughout the program, students have multiple opportunities to discuss the roles and ethical responsibilities of teaching, including the specialized body of knowledge that characterizes the work and a set of core ethical commitments that guides it.
- **Inquiry stance:** Learning is at the heart of good teaching. The program prepares students with the knowledge, skills, and dispositions necessary to base their teaching on what and how students learn.

Course Work

The teaching credential course work integrates theory and practice to prepare students to teach in an urban setting and is guided by an overarching concern for social justice. See the Requirements (p. 204) page for a list of courses required for this program; see the Course Descriptions (p. 207) page for paragraph-length descriptions of individual courses.

Fieldwork

Over the course of the program, students work alongside an experienced cooperating teacher in two different settings and at two different grade levels: one semester in primary (K–3), and one semester in upper elementary (3–6). In addition to the cooperating teacher, students have a Mills supervisor who visits the classroom twice each month and provides weekly guidance and feedback as students learn to teach.

Students also have a weekly seminar with their elementary school supervisors and colleagues to discuss and grapple with the complexities of classroom experiences.

Completing the MA

Students in the Multiple Subject Credential Program may continue their studies to complete their MA through the MEET Program (p. 208) or the MA in education with an emphasis in early childhood education (p. 195).

Career Opportunities

Graduates from the Multiple Subject Credential Program obtain jobs in public, charter, and independent schools in the San Francisco Bay Area and beyond, though most teach in urban public schools. The Mills Career Services Office provides support in finding these placements, and our large network of alumnae/i is an invaluable resource in the job search process.

Requirements

While the multiple subject credential program prepares students to teach in any self-contained K–8 classroom, it is recommended for those interested in teaching grades K–6. This work is generally completed in conjunction with a master of arts degree program with an emphasis on teaching.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 236</td>
<td>Development and Learning: Infancy through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 300A &amp; EDUC 300B</td>
<td>Curriculum and Instruction in the Elementary School and Curriculum and Instruction in the Elementary School</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 303A &amp; EDUC 303B</td>
<td>Teaching Children Mathematics I and Teaching Children Mathematics II</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 347A &amp; EDUC 347B</td>
<td>Introduction to the Profession of Teaching Diverse Learners and Introduction to the Profession of Teaching Diverse Learners</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 349</td>
<td>Perspectives on Disability, Inclusion, and Assessment</td>
<td>2</td>
</tr>
</tbody>
</table>
The Single Subject Humanities Credential Program prepares students to teach art, English, or social science. Mills students gain the knowledge, skills, and dispositions to work collaboratively with colleagues and learn to address the complexities of teaching adolescents from multiple perspectives. Our students are prepared to be successful teachers in schools as they currently exist, and at the same time, to change them to better meet the needs of adolescent learners.

After successfully completing the requirements associated with the first year of the program, students apply for a California preliminary teaching credential. This credential is recognized in most states. Most single subject credential candidates teach at the middle or high school level, though students may teach their subject area in any K–12 classroom.

**Distinctive Features**

- **Cohort-based program:** The program includes a late summer retreat where you meet other new students and the faculty—the people who will become colleagues as you enter the teaching profession.
- **Coherent curriculum:** Course work reflects a group of core principles (https://www.mills.edu/academics/graduate-programs/education/our-principles.php) that have been developed by the faculty. Faculty meet regularly to ensure the principles are reflected in the program’s course work and fieldwork components.
- **Professional focus:** Throughout the program, students have multiple opportunities to discuss the roles and ethical responsibilities of teaching, including the specialized body of knowledge that characterizes the work and a set of core ethical commitments that guides it.
- **Inquiry stance:** Learning is at the heart of good teaching. The program prepares students with the knowledge, skills, and dispositions necessary to base their teaching on what and how students learn.

**Course Work**

The teaching credential course work integrates theory and practice to prepare students to teach in an urban setting and is guided by an overarching concern for social justice. See the Requirements (p. 205) page for a list of courses required for this program; see the Course Descriptions (p.  ) page for paragraph-length descriptions of individual courses.

**Fieldwork**

Over the course of the academic year, students work five mornings each week alongside an experienced cooperating teacher. Students may work in either one or two settings, with the option of working at two different grade levels (one each semester). In addition to a cooperating teacher, students have a Mills supervisor who visits the classroom regularly and provides guidance and feedback as students learn to teach.
Students also have a weekly seminar with their humanities supervisors and colleagues to discuss and grapple with the complexities of classroom experiences.

**Completing the MA**

Students in the Single Subject Humanities Credential Program may continue their studies to complete their MA in the MEET Program (p. 208).

**Career Opportunities**

Graduates from the Single Subject Humanities Credential Program obtain jobs in public, charter, and independent schools in the San Francisco Bay Area and beyond, though most teach in urban public schools. The Mills Career Services Office provides support in finding these placements, and our large network of alumnae/i is an invaluable resource in the job search process.

**Requirements**

**Art, English, or Social Studies**

This single subject credential program prepares students to teach art, English, or social studies in grades 6–12.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 301A &amp; EDUC 301B</td>
<td>Curriculum and Instruction for Secondary Teachers</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 302A &amp; EDUC 302B</td>
<td>Introduction to the Humanities and Introduction to the Humanities</td>
<td>5</td>
</tr>
<tr>
<td>EDUC 339</td>
<td>Development and Learning in Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 347A &amp; EDUC 347B</td>
<td>Introduction to the Profession of Teaching Diverse Learners and Introduction to the Profession of Teaching Diverse Learners</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 349</td>
<td>Perspectives on Disability, Inclusion, and Assessment</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 353</td>
<td>English Language Development and Content Instruction Methods—Single Subj.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 385A &amp; EDUC 385B</td>
<td>Student Teaching in the Secondary School I and Student Teaching in the Secondary School II</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 389</td>
<td>Teaching Reading and Writing in the Secondary Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

**Early Childhood Education**

- MA in Early Childhood Education—MA/ECE (p. 195)
- Early Childhood Multiple Subject Credential—MA/ECE/MSC (p. 197)
- MA in Education, Child Life in Hospitals—MA/ECE/CL (p. 200)
- Early Childhood Special Education Credential—MA/ECE/ECSE (p. 198)
- Early Childhood Special Education Child Life Credential—MA/ECE/CL/ECSE (p. 200)
- MA in Early Childhood Leadership—MA/ECL (p. 202)

**Educational Leadership**

- MA in Educational Leadership (p. 210)
- Early Childhood Leadership (p. 202)
- Independent School Leadership (p. 213)
- Joint MBA/MA in Educational Leadership (p. 222)
- Doctorate (EdD) in Educational Leadership (p. 211)
- focus on Community College Leadership (p. 212)
- Administrative Services Credential (p. 214)

**Infant Mental Health**

- Infant Mental Health (p. 217)
- Infant Mental Health with Special Education Credential (p. 217)

**Accelerated Degree Programs**

- BA/MA Child Development & Elementary Education (p. 97)
- BA/MA Early Childhood Education (p. 97)
- BA/MA Early Childhood Special Education/Teaching Credential (p. 98)
- BA/MA Education/Teaching Credential (p. 98)
- BA/MA Infant Mental Health (p. 100)

**Certificates**

- Waldorf Education (p. 215)

**Single Subject Credential Math or Science**

The Single Subject in Mathematics and Science Credential Program prepares students to teach mathematics, life sciences, or physical sciences in grades 6–12, particularly in urban public schools. Mills students gain the knowledge, skills, and dispositions to work collaboratively with colleagues and learn to address the complexities of teaching adolescents from multiple perspectives. Our students are prepared to be successful teachers in schools as they currently exist, and at the same time, to change them to better meet the needs of adolescent learners.

After successfully completing the requirements associated with the first year of the program, students apply for a California preliminary teaching credential. This credential is recognized in most states. Most single subject credential candidates teach at the middle or high school level, though students may teach their subject area in any K–12 classroom.
Distinctive Features

- **Cohort-based program:** The program year begins with a late summer course in mathematical understanding in elementary school teaching. The program also includes a late summer retreat where you meet other new students and the faculty—the people who will become colleagues as you enter the teaching profession.

- **Coherent curriculum:** Course work reflects a group of core principles (https://www.mills.edu/academics/graduate-programs/education/our-principles.php) that have been developed by the faculty. Faculty meet regularly to ensure the principles are reflected in the program’s course work and fieldwork components.

- **Professional focus:** Throughout the program, students have multiple opportunities to discuss the roles and ethical responsibilities of teaching, including the specialized body of knowledge that characterizes the work and a set of core ethical commitments that guides it.

- **Inquiry stance:** Learning is at the heart of good teaching. The program prepares students with the knowledge, skills, and dispositions necessary to base their teaching on what and how students learn.

Course Work

The teaching credential course work integrates theory and practice to prepare students to teach in an urban setting and is guided by an overarching concern for social justice. See the Requirements (p. 206) page for a list of courses required for this program; see the Course Descriptions page for paragraph-length descriptions of individual courses.

Fieldwork

Over the course of the academic year, students work five mornings each week alongside an experienced cooperating teacher. Students may work in either one or two settings, with the option of working at two different grade levels (one each semester). In addition to a cooperating teacher, students have a Mills supervisor who visits the classroom regularly and provides guidance and feedback as students learn to teach.

Students also have a weekly seminar with mathematics and science supervisors and colleagues to discuss and grapple with the complexities of classroom experiences.

Completing the MA

Students in the Single Subject Credential in Mathematics and Science Program may continue their studies to complete their MA in the MEET Program (p. 208).

Career Opportunities

Graduates from the Single Subject Credential in Mathematics and Science Program obtain jobs in public, charter, and independent schools in the San Francisco Bay Area and beyond, though most teach in urban public schools. The Mills Career Services Office provides support in finding these placements, and our large network of alumnae/i is an invaluable resource in the job search process.

Requirements

Mathematics or Science

This single subject credential program prepares students to teach mathematics, life sciences, or physical sciences in grades 6–12, particularly in urban public schools.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 305A &amp;</td>
<td>Instruction for Secondary Math and Science Teachers</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 305B</td>
<td>and Teaching Methods for Integrated Secondary Science and Math Instruction</td>
<td></td>
</tr>
<tr>
<td>EDUC 339</td>
<td>Development and Learning in Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 347A &amp;</td>
<td>Introduction to the Profession of Teaching Diverse Learners</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 347B</td>
<td>and Introduction to the Profession of Teaching Diverse Learners</td>
<td></td>
</tr>
<tr>
<td>EDUC 349</td>
<td>Perspectives on Disability, Inclusion, and Assessment</td>
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<td>EDUC 353</td>
<td>English Language Development and Content Instruction Methods-Single Subj.</td>
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<td>EDUC 385A &amp;</td>
<td>Student Teaching in the Secondary School I and Student Teaching in the Secondary School II</td>
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<tr>
<td>EDUC 385B</td>
<td>and Student Teaching in the Secondary School II</td>
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<tr>
<td>EDUC 389</td>
<td>Teaching Reading and Writing in the Secondary Schools</td>
<td>3</td>
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<tr>
<td>Select two of the following:</td>
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<tr>
<td>EDUC 393</td>
<td>Topics in Chemistry</td>
<td></td>
</tr>
<tr>
<td>EDUC 394</td>
<td>Topics in Mathematics</td>
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</tr>
<tr>
<td>EDUC 396</td>
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</tr>
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</table>

Related Programs

Teacher Education

- Multiple Subject Credential (p. 204)
  - MA in Education, Early Childhood Education (p. 195)
- Single Subject Credential in Humanities (Art, English, or Social Science) (p. 205)
- Single Subject Credential in Mathematics or Science (p. 206)
- MA in Education (MEET) (p. 208)
- Language, Culture, and Trauma Certificate in Teaching (p. 209)

Early Childhood Education

- MA in Early Childhood Education—MA/ECE (p. 195)
  - Early Childhood Multiple Subject Credential—MA/ECE/MSC (p. 197)
- MA in Education, Child Life in Hospitals—MA/ECE/CL (p. 200)
  - Early Childhood Special Education Credential—MA/ECE/ECSE (p. 198)
- Early Childhood Special Education Child Life Credential—MA/ECE/CL/ECSE (p. 200)
- MA in Early Childhood Leadership—MA/ECL (p. 202)
**Educational Leadership**
- MA in Educational Leadership (p. 210)
- Early Childhood Leadership (p. 202)
- Independent School Leadership (p. 213)
- Joint MBA/MA in Educational Leadership (p. 222)
- Doctorate (EdD) in Educational Leadership (p. 211)
  - focus on Community College Leadership (p. 212)
- Administrative Services Credential (p. 214)

**Infant Mental Health**
- Infant Mental Health (p. 217)
- Infant Mental Health with Special Education Credential (p. 217)

**Accelerated Degree Programs**
- BA/MA Child Development & Elementary Education (p. 97)
- BA/MA Early Childhood Education (p. 97)
- BA/MA Early Childhood Special Education/Teaching Credential (p. 98)
- BA/MA Education/Teaching Credential (p. 98)
- BA/MA Infant Mental Health (p. 100)

**Certificates**
Waldford Education (p. 215)

**Master of Arts in Education, Emphasis in Teaching**
After the completion of the credential year at Mills, students have five years to return to Mills to complete the two additional courses required for an MA in education with an emphasis in teaching (MEET). Students are also classroom teachers, so these courses are offered in the late afternoons or early evenings. The course’s content and projects aim to provide support and ongoing professional development during teachers’ induction phase. Also MEET students gain sustained connection with their colleagues and faculty and have increased support as they enter their classrooms as new teachers.

**Program Goals**
- Prepare teachers to be guided by an ethic of care and to serve as agents of change.
- The preparation of reflective teachers requires active and systematic inquiry for learning.
- Prepare students to be learners and to be guided by the principles that learning is developmental and constructivist.
- Prepare students to acquire, understand, and construct subject matter knowledge.
- Prepare teachers to work as part of a team and to develop collegial relationships and to serve as agents of change.

**Distinctive Features**
- **Inquiry stance:** The program’s course work is designed to support students as they build an inquiry stance into their teaching. Mills students have the opportunity to develop and conduct a research project focused on their practice and their students’ learning.
- **Professional development:** All students in the MEET year are employed as either full- or part-time teachers.

**Course Work**
Building on the foundation of the credential year, MEET course work aims to further develop the teachers’ inquiry stance, which prepares them well for dealing with the complex and yet exciting uncertainties of urban school teaching. The culminating experience for the program is a year-long classroom-based research project. The students present the results in a research forum at the end of the MEET year. Because all students in the program are employed as either full- or part-time teachers, their research allows them to grapple in depth with the questions they face in their daily classroom work. See the Requirements page for a list of courses required for this program; see the Course Descriptions (p. ) page for paragraph-length descriptions of individual courses.

**Career Opportunities**
Graduates from the MEET Program may obtain jobs in public, charter, and independent schools in the San Francisco Bay Area and beyond. Most MEET graduates choose to teach upon receiving their degree. However, some decide to take other positions in education where they draw upon the knowledge, skills, and dispositions they gained in their two years of graduate study. In addition to the strong alumnae/i support network, the Mills Career Services Office provides placement support for graduates of the MEET Program.

**Requirements**
MEET is a 37–42 credit MA program designed to prepare teachers for professional practice in urban schools. At the end of the first year students receive their preliminary California teaching multiple or single subject credential. After this year students teach or work in some capacity with school-aged students on a regular basis while taking seminar-style courses designed to facilitate the continued building of their inquiry stance and professional practice. Classes after the credential year of study are held late afternoon or early evening to accommodate working schedules. Post-credential students engage in a range of classroom-based research projects, which they design and conduct to build their knowledge of their students’ learning and their teaching practice.

Any time within five years of completing their credential, students can enter the post-credential program. This consists of a seminar each semester which meets in the late afternoon, early evenings, and on the weekends.

**Degree Requirements**
Successful completion of master’s project within five years of commencing post-credential course work.

31–36 Mills course credits from the Mills credential program,
6 additional Mills course credits, which include the following:
EDUC 210A Research and Inquiry Methods in Education: MEET
and EDUC 210B Research and Inquiry Methods in Education: MEET
Related Programs

Teacher Education

- Multiple Subject Credential (p. 204)
- MA in Education, Early Childhood Education (p. 195)
- Single Subject Credential in Humanities (Art, English, or Social Science) (p. 206)
- Single Subject Credential in Mathematics or Science (p. 206)
- MA in Education (MEET) (p. 208)
- Language, Culture, and Trauma Certificate in Teaching (p. 209)

Early Childhood Education

- MA in Early Childhood Education—MA/ECE (p. 195)
- Early Childhood Multiple Subject Credential—MA/ECE/MSC (p. 197)
- MA in Education, Child Life in Hospitals—MA/ECE/CL (p. 200)
- Early Childhood Special Education Credential—MA/ECE/ECSE (p. 198)
- Early Childhood Special Education Child Life Credential—MA/ECE/CL/ESE (p. 200)
- MA in Early Childhood Leadership—MA/ECL (p. 202)

Educational Leadership

- MA in Educational Leadership (p. 210)
- Early Childhood Leadership (p. 202)
- Independent School Leadership (p. 213)
- Joint MBA/MA in Educational Leadership (p. 222)
- Doctorate (EdD) in Educational Leadership (p. 211)
- focus on Community College Leadership (p. 212)
- Administrative Services Credential (p. 214)

Infant Mental Health

- Infant Mental Health (p. 217)
- Infant Mental Health with Special Education Credential (p. 217)

Accelerated Degree Programs

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- BA/MA Education/Teaching Credential (p. 98)
- BA/MA Infant Mental Health (p. 100)

Certificates

Waldorf Education (p. 215)

Language, Culture, Trauma Certificate in Teaching

Requirements

24 semester course credits

The Language, Culture, Trauma Certificate in Teaching (LCTCT) is designed to provide practicing teachers with knowledge, skills, and dispositions to teach new immigrant students, preparing teachers to understand the trauma, stress, and violence new immigrant students often experience. The program introduces research—including case studies, narratives, documentaries, and other related materials—to provide opportunities for teachers to gain expertise about the backgrounds and experiences of these youth. The LCTCT program requires teachers to engage in classroom research, providing them with the option to continue on to a master's degree in the professional practice of teaching.

Certificate Requirements

EDUC 280 Culturally-Informed Newcomer Language Development (4)
Teachers study research to inform their teaching practice to foster foundational language development for academic purposes that is shaped by the norms, values, beliefs, and traditions associated with the unaccompanied minors’ countries. Emphasis will be given to developing beginning and intermediate oral English proficiency that builds on newcomer students’ native language use. Field experiences in newcomer classrooms provide teachers opportunities to practice instructional strategies.

EDUC 280 Trauma and Social and Emotional Learning (4)
Through readings, discussions, and lectures, teachers learn about the sources and nature of traumatic experiences newcomer students experience before, during, and after they emigrate from their native countries to the US. The course provides teachers with the skills and understandings necessary to foster supportive and safe classroom environments and knowledge about counseling, therapy, and social services available to unaccompanied minors.

EDUC 280A Inquiry into the Teaching Practice Seminar (4)
EDUC 280B Inquiry into the Teaching Practice Seminar (4)
This two-semester seminar sequence is designed to help teachers adapt and develop their teaching practice by framing research questions, planning teaching that makes students’ learning visible, and systematically utilizing student work as data. Teachers meet periodically to collaborate in their inquiry projects, reading relevant research and examining and discussing multimedia documentation of promising pedagogical practices. At the end of the second semester, teachers present their inquiry results in poster presentations.

EDUC 280 Culturally Responsive Curriculum and Pedagogy (4)
With support and guidance, teachers apply understandings and expertise to the development of curricular materials for newcomer students. The course emphasizes the creation of teaching materials and pedagogies to develop language skills for academic purposes at early and intermediate levels, emphasizing the development of oral language, literacy, and academic writing skills, using culturally relevant multimedia materials that take into account coping strategies and the socio-emotional well-being of students.

EDUC 280 Policies, Legal Issues, and Social Services for Newcomer Students (4)
Teachers learn about legal and policy and service-related challenges confronting students who are recent immigrants and the available resources available for youth and their families. Teachers examine practices that contribute to making schools a stable and reliable community, and develop dispositions to become advocates for this vulnerable student population. Teachers also learn about immigration law, pro-bono legal services, social services, and school district and state policies governing the education of newcomer students.
Related Programs

Teacher Education

• Multiple Subject Credential (p. 204)
  • MA in Education, Early Childhood Education (p. 195)
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• BA/MA Education/Teaching Credential (p. 98)
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Certificates

Waldorf Education (p. 215)

Master of Arts in Educational Leadership

This program prepares students for leadership positions in a wide range of public and private educational institutions, including early childhood programs, K–12 schools, community colleges, and higher education institutions, as well as afterschool and nontraditional educational settings. It emphasizes topics such as school-community relations, race and ethnicity, organizational development, and ethical and moral concerns. In addition, the program prepares students to take leadership roles in policy and advocacy settings.

Program Goals

• Develop a thoughtful, reflective model of leadership in which candidates use a variety of research tools; apply inquiry methods and change theory to strategic planning, implementation, and assessment; and collaborate with constituencies, in order to create optimal conditions for teaching and learning.
• Foster a collaborative model of leadership that values inclusiveness, collaboration, information testing and sharing, diversity of representation, consensus building, conflict resolution, as well as more traditional conceptions of leadership.
• Develop a leadership model grounded in knowledge of teaching and learning, administrative guidance in curriculum development, use of change theories and strategies in meeting the legal, ethical, social and fiscal demands that leaders will inevitably confront.

Distinctive Features

• Individualized content: Students consult closely with their advisors to develop a program of study in line with their professional interests.
• Reflective leadership: A coherent vision of leadership begins with reflection about the students’ own beliefs, attitudes, and prejudices, and the role that these play in their decisions. By working with a culturally and ethnically diverse group engaged in the same process, we create a collaboratively shared mission or vision of how things could be.
• Evening courses: Classes meet on weekday evenings to accommodate the schedules of working professionals.

Course Work

Students in our program select from an array of courses, all of which are grounded in a coherent vision of educational leadership. Individual course work reflects a student’s particular interests and culminates with the creation of a professional portfolio capstone project. Students enrolled in the MA in Educational Leadership Program may concurrently pursue an administrative services credential (p. 214). See the Requirements page for a list of courses required for this program; see the Course Descriptions (p. ) page for paragraph-length descriptions of individual courses.

Career Opportunities

Graduates from this program attain positions in many kinds of educational settings in the San Francisco Bay Area and beyond. Many are K–12 school administrators, but others serve as community college program directors, nonprofit organization managers, heads of independent schools, directors of diversity programs, directors of admissions, and directors of museum education.

Requirements

Minimum of 40 semester course credits

Students may complete the master’s degree alone or in conjunction with the administrative services credential. The master’s degree program may serve as preparation for the EdD program, but completion of this program is no guarantee of admission to the doctoral program at Mills.
Degree Requirements

A total of 40 semester course credits and a portfolio are required to earn the master of arts degree in educational leadership. Students may transfer in up to 8 credits from relevant prior graduate work. Students select courses from among the Educational Leadership Program offerings listed below. The faculty advisor works with the student to develop the sequence of courses. Credits earned toward the preliminary administrative services credential (p. 214) may also be applied to the MA, and MA course work may be applied toward the doctorate (p. 211).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<td>EDUC 208</td>
<td>Educational Leadership: Theory, Concepts, and Practice</td>
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<td>EDUC 227/427</td>
<td>Issues of Race and Ethnicity in Education</td>
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<td>EDUC 229</td>
<td>Schools, Sexuality, and Gender</td>
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<td>History of Education in the United States</td>
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<td>EDUC 403</td>
<td>Administrative Leadership: Theory, Concepts, and Practice</td>
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<td>EDUC 410</td>
<td>Communities, Schools, and Critical Social Theory</td>
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<td>EDUC 411A</td>
<td>Independent School Leadership I</td>
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<td>&amp; EDUC 411B</td>
<td>Independent School Leadership II</td>
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<td>EDUC 413</td>
<td>Qualitative Methods</td>
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<td>EDUC 421A</td>
<td>Inquiry into Leadership: Practice into Theory I</td>
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<td>Inquiry into Leadership: Practice into Theory II</td>
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<td>EDUC 424</td>
<td>Educational Program Evaluation</td>
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<td>EDUC 426</td>
<td>Ethical and Moral Considerations in Educational Leadership</td>
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<td>EDUC 428</td>
<td>Curricular Leadership</td>
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<td>EDUC 436</td>
<td>Hip Hop Pedagogy</td>
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<tr>
<td>EDUC 440</td>
<td>Special Topics in Education ¹</td>
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</tr>
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</table>

¹ Check the course descriptions (p.) to see which special topics courses will be offered.

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- Single Subject Credential in Mathematics or Science (p. 206)
- MA in Education (MEET) (p. 208)
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Early Childhood Education
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- Early Childhood Special Education Child Life Credential—MA/ECE/CL/ECSE (p. 200)
- MA in Early Childhood Leadership—MA/ECL (p. 202)

Educational Leadership
- MA in Educational Leadership (p. 210)
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Infant Mental Health
- Infant Mental Health (p. 217)
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Accelerated Degree Programs
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- BA/MA Education/Teaching Credential (p. 98)
- BA/MA Infant Mental Health (p. 100)

Certificates
Waldorf Education (p. 215)

Doctorate in Educational Leadership

This program is designed for accomplished professionals who seek additional knowledge and experience to enhance their current positions, and who wish to pursue new opportunities in the field of educational leadership. Students prepare for positions in early childhood programs; K–12 schools and school districts; community colleges and institutions of higher education; and nonprofit educational organizations; as well as positions in evaluation, advocacy, and consulting. The EdD program is designed for working professionals and courses take place in the evening.

Students enrolled in the EdD program may concurrently pursue an administrative services credential (p. 214).

Program Goals
- Develop a thoughtful, reflective model of leadership in which candidates use a variety of research tools, apply inquiry methods and change theory to strategic planning, implementation, and assessment; and collaborate with constituencies, in order to create optimal conditions for teaching and learning.
- Foster a collaborative model of leadership that values inclusiveness, collaboration, information testing and sharing, diversity of representation, consensus building, conflict resolution, as well as more traditional conceptions of leadership.
- Develop a leadership model grounded in knowledge of teaching and learning, administrative guidance in curriculum development,
use of change theories and strategies in meeting the legal, ethical, social and fiscal demands that leaders will inevitably confront.

Distinctive Features

- **Designed for working professionals:** The program is designed for accomplished professionals who seek to advance their careers to an executive level. Courses are taught in the evening by instructors who are also working professionals and provide opportunities for students to draw on their working experiences.

- **Closely mentored:** When students pick a dissertation topic, they select a dissertation chair who works closely with them on the design, implementation, and analysis of their data.

- **Sequential course structure:** Studies begin with a five-course sequence known as the doctoral core. This year-long sequence challenges students to develop the components of their dissertation proposal, including their problem statement, literature review, methods section, and conceptual framework. By the end of this sequence, students have a solid rough draft of their dissertation proposal.

Course Work

The course work is designed to prepare students to write a dissertation that is closely aligned with their interests. Students often select problems that arise from their work in the field. In addition to the doctoral core, all students take courses with a self-selected leadership focus. See the Requirements page for a list of courses required for this program; see the Course List & Descriptions (p. ) page for paragraph-length descriptions of individual courses.

Career Opportunities

Created for accomplished working professionals, the EdD program prepares students to become successful leaders of organizations ranging from early childhood programs to nonprofit educational endeavors to institutions of higher education. Past graduates include a community college president; professors at state universities; public school principals; heads of independent schools; educational researchers; and executives at nonprofit organizations.

Requirements

Completion of the EdD requires a total of 80 semester course credits. Students who are admitted to the program may petition for transfer of up to 24 semester course credits of relevant prior graduate-level work. Upon admission to the program, each student develops a sequence of study in consultation with his or her academic advisor. This sequence will include core courses related to the theory and practice of leadership, a required set of courses in research methods, an area of specialization, and completion of the doctoral dissertation. The program generally requires two to three years of course work followed by the doctoral dissertation.

In students’ first and possibly second year of course work, they work with their advisors to shape a course sequence that meets their educational and professional goals. These courses can consist of the Administrative Services Credential, the MA in Educational Leadership, the Leadership Program in Early Childhood MA, or any set of courses from those listed below. With the approval of the advisor, appropriate courses from other departments may also be included in the doctoral program.

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<thead>
<tr>
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<td>Instructional Leadership</td>
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<td>EDUC 405</td>
<td>Trauma Informed Leadership</td>
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<td>EDUC 407</td>
<td>Perspectives on Human Resource Management</td>
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<td>Communities, Schools, and Critical Social Theory</td>
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<td>EDUC 446</td>
<td>Working with Families and the Community</td>
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<td>EDUC 450</td>
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<td>EDUC 450</td>
<td>Dissertation Research</td>
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</table>

Community College Leadership Specialization

Students wishing to specialize in Community College Leadership and to have that specialization show on their transcript will need take two additional required classes (EDUC 436 , Policy, and Politics, and EDUC 437 ). One of these courses may count as an elective in the program, but students wishing the Community College Specialization must complete 84 units in their degree program. The two required courses are described below, and will typically be offered in alternating years either during regular academic year or in the summer.

EDUC 436

California community colleges operate in between K-12 schools and state run universities. They have more autonomy than K-12 schools but less autonomy than universities. Community college leaders need to work with legislatures around state mandates and funding proposals, and knowing the history, politics, financing, and policy models are
Masters of Arts in Educational Leadership, Emphasis in Independent School Leadership

Important. Community College leaders need to supervise and manage public dollars according to the appropriate laws, but also need to plan for funding changes associated with student growth and attrition, financial aid policies, and community bond measures. Understanding the California Master Plan for higher education and its history will help leaders place new initiatives and mandates in a broader context.

EDUC 437
This course will focus on current issues and dilemmas facing higher education generally, but with a particular focus on California community colleges. This course provides higher education leaders the opportunity to think deeply with peers about pressing issues. Topics will include, but not be limited to: Dilemmas surrounding remedial course work; balancing vocational training and university transfer curriculum; improving student transfer rates and retention at 4 year colleges, graduation rates, maintaining access while also managing budget concerns; helping faculty and student services staff manage issues such as English Language Development, undocumented students.

Related Programs
Teacher Education
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- BA/MA Education/Teaching Credential (p. 98)
- BA/MA Infant Mental Health (p. 100)

Certificates
- Waldorf Education (p. 215)

Masters of Arts in Educational Leadership, Emphasis in Independent School Leadership
This program is designed to enhance students’ knowledge, skills, values, and practical experience, enabling them to design effective school change and become leaders at independent schools. The program includes course work and guided fieldwork experiences that are specifically geared to meet the needs of independent school educators. Students also develop connections to an extensive network of cooperating schools. Students in this program earn an MA in educational leadership (p. 210) degree in two years.

Distinctive Features
- Cohort-based program: Students take classes with peers in the MA program, in addition to students in the Independent School Leadership Program. This allows them to learn with and from people who share a common interest in designing school change.
- Relevant curriculum: Course work is designed to foster in students the organizational strategies they will need to promote shared decision making with school members, families, and communities. The faculty develop the curriculum based on their experience and their connection with Mills graduates leading in local schools.

Course Work
In addition to core courses, the Educational Leadership Programs offer two specialized courses in independent school leadership. These courses examine contemporary challenges facing independent school leaders, including the practical applications of education research and theory on practice. They also cover elements of independent school leadership such as fund development, budgeting, marketing, and public relations. Students create a professional portfolio as a capstone project. See the Requirements page for a list of courses required for this program; see the Course Descriptions (p. ) page for paragraph-length descriptions of individual courses.

Field Work
Students are mentored by the heads of independent schools. The work incorporates observation and interaction.

Career Opportunities
Graduates from this program strengthen their existing knowledge and skills for their current leadership positions and may obtain
new leadership positions in independent schools as well as other educational settings in the San Francisco Bay Area and beyond.

Requirements
Minimum of 40 semester course credits

The master’s degree in education leadership with a concentration in private/independent school leadership is designed to enhance students’ knowledge, skills, values, and practical experience so they can achieve their potential as leaders in independent school settings. The core curriculum of this program builds on the current school leadership program and is complemented with electives focused on independent school leadership. Within the context of their coursework, students will experience integrative projects and related fieldwork. The special features of the program include course work and guided fieldwork experiences specifically geared to meet the needs of independent school educators as well as connections to an extensive network of cooperating schools.

Degree Requirements

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<tr>
<th>Code</th>
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<td>EDUC 404</td>
<td>Instructional Leadership</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 407</td>
<td>Perspectives on Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 409A &amp; EDUC 409B</td>
<td>Field Experience and Field Experience</td>
<td>8</td>
</tr>
<tr>
<td>EDUC 411A &amp; EDUC 411B</td>
<td>Independent School Leadership I and Independent School Leadership II</td>
<td>8</td>
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<tr>
<td>Select one of the following:</td>
<td></td>
<td>2-4</td>
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<tr>
<td>EDUC 403</td>
<td>Administrative Leadership: Theory, Concepts, and Practice</td>
<td></td>
</tr>
<tr>
<td>EDUC 406</td>
<td>Fiscal and Business Services</td>
<td></td>
</tr>
<tr>
<td>EDUC 412</td>
<td>School Law and Public Policy</td>
<td></td>
</tr>
<tr>
<td>EDUC 426</td>
<td>Ethical and Moral Considerations in Educational Leadership</td>
<td></td>
</tr>
<tr>
<td>EDUC 427</td>
<td>Issues of Race and Ethnicity in Education</td>
<td></td>
</tr>
</tbody>
</table>

Related Programs

Teacher Education
- Multiple Subject Credential (p. 204)
- MA in Education, Early Childhood Education (p. 195)
- Single Subject Credential in Humanities (Art, English, or Social Science) (p. 205)
- Single Subject Credential in Mathematics or Science (p. 206)
- MA in Education (MEET) (p. 208)
- Language, Culture, and Trauma Certificate in Teaching (p. 209)

Early Childhood Education
- MA in Early Childhood Education—MA/ECE (p. 195)
- Early Childhood Multiple Subject Credential—MA/ECE/MSC (p. 197)
- MA in Education, Child Life in Hospitals—MA/ECE/CL (p. 200)
- Early Childhood Special Education Credential—MA/ECE/ECSE (p. 198)

- Early Childhood Special Education Child Life Credential—MA/ECE/CL/ECSE (p. 200)
- MA in Early Childhood Leadership—MA/ECL (p. 202)

Educational Leadership
- MA in Educational Leadership (p. 210)
- Early Childhood Leadership (p. 202)
- Independent School Leadership (p. 213)
- Joint MBA/MA in Educational Leadership (p. 222)
- Doctorate (EdD) in Educational Leadership (p. 211)
- focus on Community College Leadership (p. 212)
- Administrative Services Credential (p. 214)

Infant Mental Health
- Infant Mental Health (p. 217)
- Infant Mental Health with Special Education Credential (p. 217)

Accelerated Degree Programs
- BA/MA Child Development & Elementary Education (p. 97)
- BA/MA Early Childhood Education (p. 97)
- BA/MA Early Childhood Special Education/Teaching Credential (p. 98)
- BA/MA Education/Teaching Credential (p. 98)
- BA/MA Infant Mental Health (p. 100)

Certificates

Waldorf Education (p. 215)

Administrative Services Credential

This credential program prepares students for leadership positions in public educational institutions and emphasizes developmental and constructivist approaches to education. School leaders learn to test theory in practice, anticipate consequences, and evaluate outcomes in a wide range of educational settings. Graduates have a strong record of becoming successful school administrators and leaders in educational reform. The Administrative Services Credential can be earned alone, or in conjunction with either the MA in educational leadership (p. 210) or EdD in educational leadership (p. 211).

Distinctive Features
- Credential-based: Students may study to apply for a Tier I credential that certify them to become school administrators in California’s K–12 public school system.
- One-year commitment: The course work for the ASC Tier I credential may be completed in one year, with evening classes and meetings.

Course Work

Students work with their advisors to develop a coherent program of study that reflects their particular interests, and they create a professional portfolio as a capstone project. The credential is usually studied for in conjunction with either the MA in educational leadership (p. 210) or EdD in educational leadership (p. 211). See the Requirements page for a list of courses required for this program.
see the Course Descriptions (p. 203) page for paragraph-length descriptions of individual courses.

**Fieldwork**

The program values the students’ ability to perform well and the rigor of their research. However, the real test of a novice administrator is at the school site, where they may use their growing knowledge and skills in a leadership capacity. Students are assigned mentor principals and field supervisors who support their leadership growth through reflective conversations, advice, and by modeling appropriate practice.

**Career Opportunities**

Graduates of the program are employed in 21 Bay Area school districts, including those in Alameda, Contra Costa, Sacramento, San Francisco, San Mateo, and Santa Clara Counties.

**Requirements**

Professional educators can earn the preliminary California ASC (Tier I) at Mills over the course of one academic school year. This program is designed for working professionals and classes take place in the evening or occasionally on weekends. The credential can be earned as part of the MA or EdD degree programs.

### Credential Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Fall Hours</th>
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<tbody>
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<td>EDUC 404</td>
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<tr>
<td>EDUC 409A</td>
<td>Field Experience</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 412</td>
<td>School Law and Policy</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 446</td>
<td>Working with Families and the Community</td>
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<table>
<thead>
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<th>Course Title</th>
<th>Spring Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 401</td>
<td>School Leadership</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 406</td>
<td>Fiscal and Business Services</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 407</td>
<td>Perspectives on Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 409B</td>
<td>Field Experience</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td>14</td>
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</table>

**Summer**

The "Summer" session lasts from the second week in May until the third week in June.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Summer Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 405</td>
<td>Trauma Informed Leadership</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td>4</td>
</tr>
</tbody>
</table>

**Early Childhood Education**

- MA in Early Childhood Education—MA/ECE (p. 195)
- Early Childhood Multiple Subject Credential—MA/ECE/MSC (p. 197)
- MA in Education, Child Life in Hospitals—MA/ECE/CL (p. 200)
- Early Childhood Special Education Credential—MA/ECE/ECSE (p. 198)
- Early Childhood Special Education Child Life Credential—MA/ECE/CL/ECSE (p. 200)
- MA in Early Childhood Leadership—MA/ECL (p. 202)

**Educational Leadership**

- MA in Educational Leadership (p. 210)
- Early Childhood Leadership (p. 202)
- Independent School Leadership (p. 213)
- Joint MBA/MA in Educational Leadership (p. 222)
- Doctorate (EdD) in Educational Leadership (p. 211)
- focus on Community College Leadership (p. 212)
- Administrative Services Credential (p. 214)

**Infant Mental Health**

- Infant Mental Health (p. 217)
- Infant Mental Health with Special Education Credential (p. 217)

**Accelerated Degree Programs**

- BA/MA Child Development & Elementary Education (p. 97)
- BA/MA Early Childhood Education (p. 97)
- BA/MA Early Childhood Special Education/Teaching Credential (p. 98)
- BA/MA Education/Teaching Credential (p. 98)
- BA/MA Infant Mental Health (p. 100)

**Certificates**

Waldorf Certificate (p. 215)

**Waldorf Certificate**

Waldorf education, also known as Steiner education, is based on the educational philosophy of Rudolf Steiner, the founder of anthroposophy. Waldorf education promotes a pedagogy that emphasizes the role of imagination in learning, striving to integrate holistically the intellectual, practical, and artistic development of students. Mills College offers a two-summer certificate in Waldorf education.

**Requirements**

**Program Design**

This program will span two summers. Each summer will offer two weeks of intensive course work. Currently, we are planning to offer the courses at the Community School for Creative Education, which is located close to Mills College on International Blvd. in Oakland.

The course design is as follows:

**Summer 1**
**Program Goals**

- Learn contemporary psychological and developmental principles.
- Learn the value of the scientific method as a way of thinking about questions concerning the causes of (and therapeutic approaches to) behavior, including the ability to find and comprehend research.
- Develop the ability to apply the scientific method to questions concerning the causes of and therapeutic approaches to behavior in order to be able to assess children for serious mental health and developmental problems in a culturally competent and developmentally appropriate way.
- Learn to link assessment information on individual treatment strategies that foster healthy emotional and relationship development.
- Develop the ability to communicate effectively and responsibly in writing in interpersonal contexts and learn to work in collaboration with others.

**Programs**

**Master's Degrees**

Master of Arts in Infant Mental Health (p. 217)

Master of Arts in Infant Mental Health with Special Education Credential (p. 217)

**Accelerated Degree Program**

BA/MA Infant Mental Health (p. 100)

**Faculty & Staff**

**Faculty**

**Carol George**
Professor of Psychology
Co-Director of Infant Mental Health Program
NSB 143
510.430.3268, george@mills.edu

Carol George is an internationally recognized attachment researcher who specializes in infants and their families, middle childhood, and parenting. Her publications have addressed the development and sequelae of attachment in children and adults in normative and clinical/risk populations, including studies of divorce and overnight visitation (with Dr. Judith Solomon), relationship violence and adult depression (with Dr. Malcolm West), and the neurophysiological correlates of attachment (with Dr. Anna Buchheim). She co-edited the first comprehensive book in the field of attachment on disorganization, *Attachment Disorganization*, and is working on a sequel edition, *Disorganized Attachment and Caregiving*. She is on the editorial board of *Attachment and Human Development*. In addition to her research, teaching, and writing, Dr. George serves as an attachment assessment consultant to researchers and clinicians worldwide. She is well known for developing a number of representational and projective attachment assessments, including the Adult Attachment Projective, a child Doll Play Projective Assessment, a parental Caregiving Interview, and the Adult Attachment Interview.

**Linda Perez**
Professor of Education
Licensed Clinical Psychologist
Abbie Valley Professor
Director of Child Life and Early Childhood Specialist Programs
Co-Director of Infant Mental Health Program
EDUC 213
510.430.2328, lmperez@mills.edu

Linda M. Perez has over 25 years of experience working in the area of early childhood trauma and mental health. She has specialized training supporting the early development of medically fragile high-risk preterm and prenatally exposed infants, and those with developmental disabilities. Dr. Perez' research and scholarship has been shaped by a long-standing commitment to social change and to understanding the diverse experiences of young children with special needs. Her current research projects include identifying the mental health needs of young children who have experienced extraordinary traumatic situations during critical points in their early development and to examine the effects of early childhood trauma work on helping professionals' psychological well-being. Additionally, she continues to identify the adverse developmental and social effects of experiencing the early beginning of life in the neonatal intensive care nursery and train...
Master of Arts in Infant Mental Health

**Requirements**

The regular program is designed for students with a baccalaureate degree in psychology or in child development. Students applying to the program should have taken the following prerequisite undergraduate psychology courses: Fundamentals of Psychology, Lifespan Developmental Psychology, Psychopathology, Analytical Methods in Psychology, and Research Methods in Psychology. Some students may be able to work with their advisor to take prerequisite courses as part of their master’s degree program.

Minimum of 40 semester course credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 231</td>
<td>Assessment and Intervention for Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 291A</td>
<td>Theory and Practice of Early Childhood Education 0-8: Infancy and Preschoolers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 291B</td>
<td>Theory and Practice of ECE: Curriculum &amp; Instruction for Infants and Preschoolers with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 242</td>
<td>Attachment and Loss</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 265</td>
<td>Infancy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Hours</td>
<td>17</td>
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<td>Total Hours</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 236</td>
<td>Development and Learning: Infancy through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 254</td>
<td>Medical Information: Children in Hospitals and Clinics</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 260</td>
<td>History and Theories of Play in Human Development, Culture, and Education</td>
<td>3-3</td>
</tr>
<tr>
<td>EDUC 276</td>
<td>Leadership and Administration in Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Hours</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>11</td>
</tr>
</tbody>
</table>

MBA

**MBA and Graduate Business Programs**

The graduate business programs at the Lorry I. Lokey School of Business and Public Policy educate ethical and socially responsible organizational leaders who have the strategic perspective, analytic abilities, business knowledge, and leadership and management skills to deliver strong financial performance while mindfully making a positive impact on society and the environment. Being part of a School of Business and Public Policy gives students a unique opportunity to explore issues from multiple perspectives.
The business programs emphasize the four pillars of social responsibility and shared value: ethical decision-making and governance, social and community accountability, diversity and inclusion, and environmental sustainability. These values are integrated throughout our curriculum, our co-curricular activities and our partnerships with organizations that share similar values. Throughout the curriculum, our faculty emphasizes real-world applications and learning from both theory and practice.

Our school was founded to prepare women for business leadership, and today we have a vibrant community that welcomes all genders. Our business programs are distinguished among graduate business schools by the rich diversity of identities, experiences, and perspectives of our students. Mills is an important source of talent for employers seeking to strengthen diversity within their managerial and leadership levels.

To accommodate working professionals, all required business courses are offered in late afternoon or evening time slots at least once during each academic year.

We offer a range of degree options:

**MBA**

Complete an MBA degree in two years of full-time study or two to four years part time.

**One-Year MBA**

Students who have completed substantial business course work at other institutions can complete the MBA in one year of full-time study.

**Master of Management**

This one-year degree enables students to tailor their coursework to their specific goals, without the breadth of the MBA.

**MPP/MBA**

The Lorry I. Lokey School of Business and Public Policy offers a joint MBA/MPP designed to prepare students to lead and manage organizations in the public, nonprofit, and private sectors.

**MBA/MA in Educational Leadership**

The joint MBA/MA prepares educational leaders and managers for success by giving them knowledge of both educational processes and dynamics, and strategic business and management skills. The degree helps graduates confront the complex challenges of the rapidly changing educational landscape.

**Program Goals**

- Our graduates have the critical thinking and strategic management skills required to identify opportunities and frame problems in order to make effective real-world decisions in complex, dynamic environments.
- Our graduates possess analytical and quantitative skills developed through rigorous course work including economics, accounting, quantitative methods, and finance.
- Our graduates develop the leadership and communication skills needed to successfully manage individuals and teams in multicultural and diverse organizations.
- Our graduates can deliver enterprise-wide value by integrating their knowledge of various functional areas of an organization, including marketing, accounting, information systems, finance, and operations.
- Our graduates are committed to integrating ethical considerations into their management decisions and fostering ethical decision-making throughout their organizations.
- Our graduates are prepared to lead and manage organizations that thrive financially while generating social and environmental value.

**Programs**

**Master's Degrees**

MBA (p. 219)
One-Year MBA (p. 220)
Master of Management (p. 221)

**Joint Degrees**

Joint MPP/MBA (p. 224)
Joint MBA/MA in Educational Leadership (p. 222)

**Accelerated Degrees**

BA/MBA (p. 101)
BA/MM (p. 102)
BA/Joint MPP/MBA (p. 103)
Fast Track Business Degrees for UC Berkeley Students (p. 225)

**Faculty & Staff**

**Faculty**

**Seth Barad**
Professor of Business Practice
GSB 226, sbarad@mills.edu
Professional Interests: Non-profit management, management consulting, management communications

**Mark Bichsel**
Professor of Business Practice
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Professional Interests: Accounting

**Sam Evans**
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GSB 214B, sevans@mills.edu
Professional Interests: Environmental economics, energy economics, forestry economics, applied econometrics, computable general equilibrium modeling, California economic policy

**Judith Ford**
Assistant Adjunct Professor
GSB 235, jford@mills.edu

**Robert Girling**
Assistant Adjunct Professor
GSB 235, rgirling@mills.edu

**Kate Karmouchina**
Dean, Lokey School of Business and Public Policy
Associate Professor of Business
Glenn and Ellen Voyles Professor
MBA

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Ife Tayo Walker
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GSB 211, 510.430.2147, iwalker@mills.edu

MBA

Requirements

Minimum of 51 semester course credits

The MBA curriculum enables students to build analytical and quantitative skills while honing their skills in emotional intelligence and interpersonal dynamics. To accommodate the schedules of working professionals, all required courses are offered in late afternoon or evening time slots at least once during each academic year. The MBA requires at least 17 courses and at least 51 semester course credits.

Foundation Curriculum

(15 semester course credits)

Through the five Foundation courses (15 semester course credits) students develop a strong foundation for effective problem-framing, problem-solving, and decision-making through rigorous coursework in economics, accounting, quantitative methods, and finance.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MGMT 209</td>
<td>Economics for Managers (intermediate-level micro- and macro-economics)</td>
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<tr>
<td>MGMT 214</td>
<td>Financial Accounting</td>
<td>3</td>
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<tr>
<td>MGMT 215</td>
<td>Managerial Accounting</td>
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<td>MGMT 216</td>
<td>Corporate Finance I</td>
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</tr>
<tr>
<td>MGMT 263</td>
<td>Quantitative Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
Foundation courses should be taken early in the program since all are prerequisites for other required courses.

Core Curriculum

(21 semester course credits)

The MBA requires seven core courses in which students learn about functional areas of management through courses in marketing, operations, human resources management, and management information systems. In addition, students take two courses designed to hone their leadership skills and perspectives—Leadership and Ethics and our capstone integrative course in strategic management.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>MGMT 226</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 230</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 232</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 234</td>
<td>Management &amp; Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 244</td>
<td>Leadership and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 279</td>
<td>Applied Economic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 290</td>
<td>Strategic Management (capstone course taken during the student's last year of study)</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Curriculum

Students are free to choose any combination of electives (p. 231) that earn at least 15 semester course credits. The electives provide an opportunity for students to strengthen their general business knowledge or focus on a particular area by completing a concentration in: accounting (p. 229), education (p. 229), finance (p. 230), marketing (p. 230), nonprofit management (p. 230), social entrepreneurship (p. 230), social impact and innovation (p. 230), or socially responsible business (p. 231). See the complete list of elective courses (p. 231). Some courses outside of MGMT can also be taken as electives toward the MBA; students interested in this option should seek prior approval from the Dean's office before enrolling.

Flexible Options for Students with Prior Course Work

Students who have taken relevant courses prior to beginning the MBA program may count a maximum of seven courses (21 course credits) toward their MBA. Students must complete at least 30 semester course credits at Mills in order to earn a Mills MBA.

- Foundation and Core courses must cover comparable course material and must be at least 3 semester units.
- Elective courses must have been taken at the graduate level and must be relevant for the MBA degree as determined by the Dean’s office prior to the student’s first semester in the program.

To be considered toward the MBA, previous course work must have been completed at an accredited, four-year college or university with a grade of B or better within five (5) years prior to enrollment in the MBA program. (Financial and Managerial Accounting may be taken at an accredited junior/community college or continuing education program in which the courses have been certified for credit eligibility towards the CA Certified Public Accountancy exam). Students who have taken course work that meets some but not all of the above criteria can request a placement exam from the Dean’s office and can receive credit if the placement exam demonstrates the level of understanding expected of students who have completed the course.

All credit for previous coursework must be approved by the Dean’s office prior to starting the program. After students have started the program all courses must be taken at Mills and all students must take both MGMT 244 Leadership and Ethics and the capstone course MGMT 290 Strategic Management at Mills.

Students who have completed an MM at Mills can subsequently apply to the MBA program. The MM courses that have been satisfactorily completed can meet specific MBA course requirements, and students must take at least 24 additional semester course credits in addition to their MM degree to complete the MBA.

One-Year MBA

Requirements

The one-year MBA can be completed in two semesters and is designed for students who have completed substantial business course work at other institutions. Students in the One-Year MBA program must have completed seven courses (21 course credits) of business course work prior to starting their Mills MBA and complete their degree by taking at least 10 courses (totaling at least 30 course credits) at Mills. To accommodate the schedules of working professionals, all required courses are offered in late afternoon or evening time slots at least once during each academic year.

All credit for previous coursework must be approved by the Dean’s office prior to starting the program. To count toward the MBA, previous course work must meet all of the following criteria:

- Completed within five (5) years prior to enrollment in the MBA program
- Grade earned must be “B” or better
- Courses must have been completed at an accredited, four-year college or university (Financial and Managerial Accounting may be taken at an accredited junior/community college or continuing education program in which the courses have been certified for credit eligibility towards the CA Certified Public Accountancy exam)

In addition:

- Foundation and core courses must cover comparable course material to the corresponding required MBA course, as determined by the Dean’s office prior to starting the program, and must be at least 3 semester course credits. Students who have taken course work that meets some but not all of the above criteria can request a placement exam from the Dean’s office and can receive credit if the placement exam demonstrates the level of understanding expected of students who have completed the required course.
- Students must complete MGMT 244 Leadership and Ethics and MGMT 290 Strategic Management at Mills.
- Elective courses must have been taken at the graduate level and must be relevant for the MBA degree as determined by the Dean’s office prior to the student’s first semester in the program. The Dean’s office will also determine whether any elective courses taken prior to beginning the MBA program count toward a concentration.

After students have started the program all courses must be taken at Mills, and all students must complete at least 30 semester course credits at Mills in order to earn a Mills MBA.
One-year MBA students generally have at least two years of professional work experience. If students have limited professional work experience, an internship is strongly recommended prior to or during their time in the program.

Course Plan

Students complete the one-year MBA by taking 15 semester course credits per semester over two semesters.

Fall Semester (15)
Any remaining Foundation courses
Selection of Core and Elective courses

Spring Semester (15)
Remaining Core and Elective courses

Foundation Curriculum

(15 semester course credits)

The MBA requires five foundation courses which provide grounding in fundamental concepts that all MBA graduates are expected to master.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 209</td>
<td>Economics for Managers (intermediate-level micro- and macro-economics)</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 214</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 215</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 216</td>
<td>Corporate Finance I</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 263</td>
<td>Quantitative Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Students planning to complete the MBA in one year must complete all foundation courses by the end of their first semester since the Foundation courses are prerequisites for other required courses.

Core Curriculum

(21 semester course credits)

The MBA requires seven core courses in which students learn about functional areas of management through courses in marketing, operations, human resources management, and management information systems. In addition, students take two courses designed to hone their leadership skills and perspectives—Leadership and Ethics and our capstone integrative course in strategic management.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 226</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 230</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 232</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 234</td>
<td>Management &amp; Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 244</td>
<td>Leadership and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 279</td>
<td>Applied Economic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 290</td>
<td>Strategic Management (capstone course taken during the student’s last year of study)</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Curriculum

Students are free to choose any combination of electives (p. 231) that earn at least 15 semester course credits. The electives provide an opportunity for students to strengthen their general business knowledge or focus on a particular area by completing a concentration in: accounting (p. 229), education (p. 229), finance (p. 230), marketing (p. 230), nonprofit management (p. 230), social entrepreneurship (p. 230), social impact and innovation (p. 230), or socially responsible business (p. 231). See the complete list of elective courses (p. 231). Some courses outside of MGMT can also be taken as electives toward the MBA; students interested in this option should seek prior approval from the Dean’s office before enrolling.

Master of Management

The Master of Management (MM) is a one-year degree for students desiring course work in management, without the breadth of the MBA degree. The degree provides flexibility for a student wishing to specialize in a particular area of study. For example, artists or scientists may wish to supplement their primary educational focus with business courses that support their professional success. Similarly, entrepreneurs may wish to target their studies in specific areas of management expertise.

Students in the MM program may apply to switch into the MBA program after completing at least one semester of study at Mills if they decide that the MBA will be a better fit with their career objectives. Students wishing to switch from the MM to the MBA program should consult with the Dean’s office regarding procedures and course planning. To be considered for the MBA program, MM students can submit a statement of purpose indicating why they would like to switch degree programs. Applications will be evaluated based on the statement and the student’s academic record.

Requirements

The Master of Management degree requires a total of 30 semester course credits at Mills College. The degree includes three required courses, two courses chosen from one of two tracks, and five electives.

The MM degree can be completed in one year by taking five courses (15 semester course credits) each semester. Students can also take courses during the January and/or Summer terms to reduce the semester course load, or can extend the amount of time to degree by taking fewer courses each semester. To accommodate the schedules of working professionals, all required courses are offered in late afternoon or evening time slots at least once during each academic year.

Required courses

(9 semester course credits)

The three required courses provide grounding in basic accounting and marketing skills important for any type of enterprise and the values that are core to our mission of educating ethical and socially responsible organizational leaders.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 214</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 230</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 244</td>
<td>Leadership and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Quantitative or Behavioral Track

Students complete at least two courses from either the Quantitative Track or the Behavioral Track.
Joint Degrees

Joint MBA/MA in Educational Leadership

Accelerated Degrees

BA/MM (p. 102)
BA/Joint MPP/MBA (p. 103)
Fast Track Business Degrees for UC Berkeley Students (p. 225)

Joint MBA/MA in Educational Leadership

The joint MBA/MA in educational leadership is an innovative program leveraging the resources of the School of Education and the Lorry I. Lokey School of Business and Public Policy at Mills College. The joint MBA/MA is designed specifically to prepare future educational leaders and managers for success by giving them knowledge of both educational processes and dynamics, and strategic business and management skills. The degree helps graduates confront the complex challenges of the rapidly changing educational landscape.

The joint MBA/MA enables graduates to:

• work with new models of schools, such as charter schools run by management companies and nonprofits
• respond to increased demands for accountability and reporting mechanisms from diverse sets of stakeholders in the educational field
• address the dynamic between constrained resources and increased expectations for educational quality and specialized services
• develop turnaround processes for troubled schools
• work in education startups, nonprofits, and ed tech companies.

Distinctive Features

• Leadership development: By following the MBA/MA in educational leadership focused course of study, our students acquire the expertise needed to cross the traditional boundaries of business and education.
• Accelerated program: Students graduate in three years or less, depending on their previous fulfillment of foundation courses and individual course loads. This is at least one academic year less than it would take to obtain two separate degrees, helping students more efficiently begin the next stage of their careers.

Course Work

Students take courses from those offered at the Mills College School of Education and the Lorry I. Lokey School of Business and Public Policy, and the program is designed so that classes from each school complement each other fully. Courses are chosen to promote the knowledge and skills students need in areas such as leadership, strategy, operations, marketing, finance, information and technology management, ethics, human resource management, urban education, ecology of schooling, child development, and organizational development and change. See the Requirements page for a list of courses required for this program. See the Education Course List &

Elective Curriculum

Students are free to choose any combination of electives (p. 233) that earn at least 15 semester course credits. MM students can also take required MBA courses as electives toward the MM, as long as they have met the course prerequisites. The electives provide an opportunity for students to strengthen their general business knowledge or focus on a particular area by completing a concentration in: accounting (p. 229), education (p. 229), finance (p. 230), marketing (p. 230), nonprofit management (p. 230), social entrepreneurship (p. 230), social impact and innovation (p. 230), or socially responsible business (p. 231). See the complete list of MBA elective courses (p. 231). Some courses outside of MGMT can also be taken as electives toward the MM; students interested in this option should seek prior approval from the Dean’s office before enrolling.

Flexible options for students with prior course work

Students who have taken relevant courses prior to beginning the MM program may be exempted from taking these courses at Mills if the previous course work covered comparable material, was at least 3 semester units, and the course was completed at an accredited, four-year college or university with a grade of B or better within five (5) years prior to enrollment in the MBA program. (Financial and Managerial Accounting may be taken at an accredited junior/community college or continuing education program in which the courses have been certified for credit eligibility towards the CA Certified Public Accountancy exam.)

Students who have taken coursework that meets some but not all of the above criteria can request a placement exam from the Dean’s office and can receive a waiver if the placement exam demonstrates the level of understanding expected of students who have completed the course. All adjustments based on previous coursework must be approved by the Dean’s office prior to starting the program.

Students must complete at least 30 semester course credits at Mills in order to earn an MM from Mills.

Related Programs

Master's Degrees

MBA (p. 219)
One-Year MBA (p. 220)
Master of Management (p. 221)
Career Opportunities

The joint degree program prepares students to serve as educational administrators in Pre-K–12, higher education, and out-of-school programs and institutions; leaders and business officers in independent and charter schools; directors of educational nonprofits; educational consultants; and business consultants working in the education sector.

Requirements

(a minimum of 68 semester course credits)

The joint MBA/MA in educational leadership degree is a 68-72 credit full-time program. Students take 36 units of MBA course work and 32-36 units in education. It is expected that students will complete this program within two and a half (2.5) to three (3) years, depending on the number of foundation courses transferred into the program, the availability of summer courses, and the student's course load. The residency requirement is four (4) semesters.

Foundation Courses

(a minimum of 12 semester course credits)

Students who have taken foundation courses prior to entering the program may count a maximum of three (3) of the MBA listed foundation courses toward the degree. Courses must be approved by the Lokey Dean's office upon application to the program. This option is available for courses completed with a grade of B or better that covered comparable course material, were equivalent to one Mills semester credit, were taken within five (5) years prior to the date of entrance into the MBA program, and were taken at an accredited four-year college or university. (Financial and Managerial Accounting may be taken at an accredited junior/community college or continuing education program in which the courses have been certified for credit eligibility towards the CA Certified Public Accountancy exam). After students have started the program all courses are to be taken at Mills.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 209</td>
<td>Economics for Managers ¹</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 214</td>
<td>Financial Accounting ¹</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 215</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 216</td>
<td>Corporate Finance I</td>
<td>3</td>
</tr>
</tbody>
</table>

¹ Courses must be taken within the first three (3) semesters of the program.

Core Courses

(a minimum of 41 semester course credits)

The required core courses are central to the degree and cannot be substituted from outside programs.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 226</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 230</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 232</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 263</td>
<td>Quantitative Methods ¹</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 279</td>
<td>Applied Economic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 290</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved Electives

(a minimum of 15 semester course credits)

Students must take a total of 15 semester course credits in electives at Mills; 6 credits from MBA offerings and at least 9 credits from education course work. Students will select electives based on their interests and professional goals in consultation with their advisors.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 223</td>
<td>Digital Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 224</td>
<td>Persuasive Communications</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 227</td>
<td>Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 228</td>
<td>Governmental Accounting and Nonprofit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 247</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 249</td>
<td>Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 270</td>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 271</td>
<td>Funding Social Impact</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 274</td>
<td>Innovation in Business, Social, and Government Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 275</td>
<td>Social Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 278</td>
<td>Social Impact Consulting</td>
<td>3</td>
</tr>
</tbody>
</table>

Educational Leadership Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 230</td>
<td>History of Education in the United States</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 276</td>
<td>Leadership and Administration in Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 280</td>
<td>Special Topics in Education</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 424</td>
<td>Educational Program Evaluation</td>
<td>4</td>
</tr>
</tbody>
</table>

Related Programs

Master's Degrees

MBA (p. 219)
One-Year MBA (p. 220)
Master of Management (p. 221)

Joint Degrees

Joint MPP/MBA (p. 224)
Joint MBA/MA in Educational Leadership (p. 222)

Accelerated Degrees

BA/MBA (p. 101)
BA/MM (p. 102)
BA/Joint MPP/MBA (p. 103)
Joint MPP/MBA

The joint master’s degree in public policy and business administration (MPP/MBA) at Mills College provides students with skills in leadership, management, analysis, and development of innovative policies and strategies. Graduates of this degree program assume positions of influence spanning business, government, and nonprofit organizations. This single MPP/MBA degree responds to evolving demands for professionals with cross-sector competencies who are trained in leadership, management, analysis, advocacy, electoral politics, and skills to solve social challenges with innovative policies and strategies. Our graduates possessing these well-rounded skill-sets are in high demand across various sectors including government, nonprofit organizations, social and business enterprises, community financial institutions, electoral politics, and leadership roles at the intersection of all sectors. Our streamlined joint MPP/MBA enables students to reduce the time invested in securing their graduate degree, without sacrificing academic quality, by tailoring requirements in each program to the needs of students interested in the nexus of public and private sectors.

Joint degree students take classes with MPP and MBA students and develop a broad network of peers in both the policy and business arenas. The joint MPP/MBA program at Mills is enriched by the co-location of the MPP and MBA programs in the Lorry I. Lokey School of Business and Public Policy building, a shared Career Services Office, and many student clubs and co-curricular opportunities that are available to all students in the MPP and MBA programs.

Program Goals:
• Develop knowledge, skills, and dispositions to enact ethical and socially accountable leadership and decision-making
• Hone analytic skills relevant to problem-identification, problem solving, decision-making, and implementation in the business and policymaking arenas
• Develop understanding of how manage organizations for effective performance
• Acquire the knowledge and skills necessary to operate within a political system and understand political context of decision-making in the public and private sectors
• Gain solid foundation in economic theory and its application to policy and business contexts
• Develop knowledge and skills to be able to work across sectors (non-profit, government, and for-profit) and understand intersectoral relationships
• Hone interpersonal and teamwork skills for working in a diverse environment
• Develop written and oral communication skills for the professional environment

Requirements
To receive a joint MPP/MBA degree, students must complete a total of 23 courses for a minimum of 69 semester course credits. This program is designed as a full-time three-year program, but students have flexibility to complete the program more quickly, by taking more than four courses during regular semesters and/or taking January and summer courses. Students can also take courses on a part-time basis to balance school with work and other outside commitments.

Electives
Minimum of 12 semester course credits

Students choose at least four electives, two from each program area, for a total of at least 12 elective course credits. Students work with their advisors to choose electives that enhance the students’ depth of knowledge in a particular methodological or substantive area. Students interested in taking electives outside of the Business Administration or Public Policy departments (including courses taken through cross-registration) should consult with their advisors and receive prior approval from both program directors.

Students should be aware that some electives have prerequisites and can only be taken after those are fulfilled. Advisers can provide guidance as to the most appropriate timing for particular electives.

Flexible Options for Students with Prior Course Work
We will review past course work to determine whether a joint MPP/MBA candidate has met certain program foundation requirements, reducing the number of courses required for the degree. Previous
course work may be accepted from other institutions prior to enrollment with permission of the Program Directors if they were taken within five (5) years prior to the date of entrance into the program with a grade of B or better.

**Programs**
- MPP/MBA (p. 224)
- MPP/MBA Accelerated Degree (p. 103)

**Fast Track Business Degrees for UC Berkeley Students**

UC Berkeley students and alumni can earn a master of management (MM) degree at Mills College in as little as one semester or an MBA in as little as two semesters, putting you on the fast track to professional success.

**Programs**
- **UCB Students and Alumni**
  - Master of Management (p. 228)
  - Master of Business Administration (p. 228)
- **BASE**
  - Master of Management (p. 226)
  - Master of Business Administration (p. 225)
- **BCPA**
  - Master of Management (p. 227)
  - Master of Business Administration (p. 227)

**UC Berkeley BASE Student MBA Degree Requirements**

**Master of Business Administration (MBA)**

UC Berkeley students/alumni can earn an MBA from the Lorry I. Lokey School of Business and Public Policy at Mills College by taking as few as 10 courses (30 credits), which can be completed in as little as two semesters. The Mills MBA requires 17 courses (51 credits). Those who have completed qualifying courses at UC Berkeley may be able to apply up to seven courses (21 credits) toward the MBA. For a UC Berkeley course to count toward the MBA, the final grade must have been a B or better.

Students transferring in seven courses (21 credits) can complete the MBA in two semesters by taking five courses (15 credits) per semester. Students who transfer in fewer than seven courses (21 credits) can complete the MBA between one calendar year and two academic years (four semesters), depending on the number of courses transferred in, course load by semester, and courses taken during summer and January sessions.

---

### Required Courses

<table>
<thead>
<tr>
<th>Mills MBA Required Courses</th>
<th>Take at BASE</th>
<th>Take at UC Berkeley or Mills</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 214 Financial Accounting</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 215 Managerial Accounting</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 234 Management and Organizational Development</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 209 Economics for Managers</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 216 Corporate Finance</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 230 Marketing Management</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 263 Quantitative Methods</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 226 Management Information Systems</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 232 Operations Management</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 244 Leadership and Ethics</td>
<td>X</td>
<td></td>
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<tr>
<td>MGMT 279 Applied Economic Analysis</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 290 Strategic Management</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Five Elective Courses</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### UC Berkeley Course Equivalencies

<table>
<thead>
<tr>
<th>UC Berkeley Course</th>
<th>Fulfills this Mills MBA Required Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 100A + 100B; ECON 101A + 101B; IAS 106 + 107; UGBA 101A + 101B</td>
<td>MGMT 209 Economics for Managers</td>
</tr>
<tr>
<td>UGBA 102B</td>
<td>MGMT 215 Managerial Accounting</td>
</tr>
<tr>
<td>ECON 136, UGBA 103</td>
<td>MGMT 216 Corporate Finance</td>
</tr>
<tr>
<td>STAT 20; STAT 21; STAT 131A; STAT 134; STAT C8 + STAT 88</td>
<td>MGMT 263 Quantitative Methods</td>
</tr>
</tbody>
</table>
Elective Curriculum
Minimum of 15 semester course credits

Students are free to choose any combination of electives that earn at least 15 semester course credits. The electives provide an opportunity for students to strengthen their general business knowledge or focus on a particular area by completing a concentration in:

- Accounting (p. 229)
- Education (p. 229)
- Finance (p. 230)
- Marketing (p. 230)
- Nonprofit Management (p. 230)
- Social Entrepreneurship (p. 230)
- Social Impact and Innovation (p. 230)
- Socially Responsible Business (p. 231).

See the complete list of elective courses (p. 231).

Some courses outside of MGMT can also be taken as electives toward the MM and MBA. Students interested in this option should seek prior approval from the Dean’s office before enrolling in these courses.

UC Berkeley BASE Student MM Degree Requirements

Master of Management (MM)

Students in the Business for Arts, Sciences, and Engineering (BASE) Summer Program (https://haas.berkeley.edu/Undergrad/BASE) at UC Berkeley and alumni of this program can earn an MM degree from the Lorry I. Lokey School of Business and Public Policy at Mills College by taking as few as five courses (15 credits), which can be completed in as little as one semester. The program is flexible, giving students the ability to take some courses in the summer or January terms, or to spread course work out over two semesters.

The Mills MM requires a total of 10 courses (30 credits) and all three BASE courses (9 credits) can be applied toward the MM. In addition, those who have completed other qualifying courses at UC Berkeley may be able to apply up to two courses (6 credits) toward the MM, leaving only five courses (15 credits, to be taken at Mills) that are required for the degree. For a UC Berkeley course to count toward the MM, the final grade must have been a B or better.

Students can apply up to two UC Berkeley courses (6 credits) from the list below toward the MM (in addition to the three BASE courses):

### Economics
- ECON 001, 100A, 100B, 101A, or 101B
- UGBA 102B or 101B
- IAS 106 or 107

### Statistics
- STAT 20, 21, 131A, or 134
- STAT C8 and STAT 88

### Accounting
- UGBA 102B
- UGBA 120–129

### Finance
- UGBA 103
- ECON 136

#### Required Courses

<table>
<thead>
<tr>
<th>Mills MM Required Courses</th>
<th>Take at BASE</th>
<th>Take at UC Berkeley or Mills</th>
<th>Take at Mills</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 214 Financial Accounting</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGMT 230 Marketing Management</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGMT 234 Management and Organizational Development</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 244 Leadership and Ethics</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MGMT 278 Social Impact Consulting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Track or Quantitative Track Course</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Track Course or Elective</td>
<td></td>
<td>X</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Elective</td>
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<td>X</td>
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<tr>
<td>Elective</td>
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<td></td>
<td>X</td>
</tr>
</tbody>
</table>

1 Behavioral Track or Quantitative Track courses can be found under the Master of Management (p. 221)
2 MGMT 278 Social Impact Consulting is required only for students who complete the MM in a single semester. Students who choose to take longer to complete the MM can select any elective course including, but not limited to, MGMT 278.

Elective Curriculum
Minimum of 15 semester course credits

Students are free to choose any combination of electives that earn at least 15 semester course credits. The electives provide an opportunity for students to strengthen their general business knowledge or focus on a particular area by completing a concentration in:

- Accounting (p. 229)
- Education (p. 229)
- Finance (p. 230)
- Marketing (p. 230)
- Nonprofit Management (p. 230)
• Social Entrepreneurship (p. 230)
• Social Impact and Innovation (p. 230)
• Socially Responsible Business (p. 231).

See the complete list of elective courses (p. 231).

Some courses outside of MGMT can also be taken as electives toward the MM and MBA. Students interested in this option should seek prior approval from the Dean’s office before enrolling in these courses.

**UC Berkeley BCPA Student MBA Degree Requirements**

*Master of Business Administration (MBA)*

Students in the Berkeley Charter of Professional Accountancy (BCPA) (http://accounting.haas.berkeley.edu/accounting-berkeley/bcpa.html) program at UC Berkeley and alumni of this program can earn an MBA from the Lorry I. Lokey School of Business and Public Policy at Mills College by taking 10 courses (30 credits), which can be completed in as little as two semesters. The Mills MBA requires 17 courses (51 credits) and seven BCPA courses (21 credits) can be counted toward the degree program. For a BCPA or a UC Berkeley course to count toward the MBA, the final grade must have been a B or better.

Students can complete the Mills MBA in two semesters by taking five courses (15 credits) per semester. The program is flexible however, giving students the ability to take some courses in the summer or January terms, or to spread course work over more than two semesters.

**Required Courses**

<table>
<thead>
<tr>
<th>Mills MBA Required Courses</th>
<th>Take at BCPA</th>
<th>Take at Mills</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 209 Economics for Managers</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 216 Corporate Finance</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 226 Management Information Systems</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 230 Marketing Management</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 232 Operations Management</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 234 Management and Organizational Development</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 244 Leadership and Ethics</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 263 Quantitative Methods</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 279 Applied Economic Analysis</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 280 Strategic Management</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**UC Berkeley BCPA Student MM Degree Requirements**

*Master of Management (MM)*

Students in the Berkeley Charter of Professional Accountancy (BCPA) (http://accounting.haas.berkeley.edu/accounting-berkeley/bcpa.html) program at UC Berkeley and alumni of this program can earn a master of management (MM) degree from the Lorry I. Lokey School of Business and Public Policy at Mills College by taking five courses (15 credits), which can be completed in as little as one semester. The program is flexible, giving students the ability to take some courses in the summer or January terms, or to spread course work out over two semesters.

The Mills MM requires a total of 10 courses (30 credits) and five BCPA courses (15 credits) can be applied toward the degree program. For a BCPA or UC Berkeley course to count toward the MM, the final grade must have been a B or better.

**Required Courses**

<table>
<thead>
<tr>
<th>Mills MM Required Courses</th>
<th>Take at BCPA</th>
<th>Take at Mills</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 230 Marketing Management</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
MGMT 244 Leadership and Ethics  X
MGMT 278 Social Impact Consulting  
MGMT 214 Financial Accounting  X
Elective: Accounting (quantitative track)  X
Elective: Accounting (quantitative track)  X
Elective: Accounting  
Elective: Accounting  
Elective  
Elective  

1 MGMT 278 Social Impact Consulting is required only for students who complete the MM in a single semester. Students who choose to take longer to complete the MM can select any elective course including, but not limited to, MGMT 278.

2 Quantitative Track courses can be found under the Master of Management (https://inside.mills.edu/academics/graduate/mba/program/management_requirements.php#quantitative-behavioral)

**Elective Curriculum**

Minimum of 15 semester course credits

Students are free to choose any combination of electives that earn at least 15 semester course credits. The electives provide an opportunity for students to strengthen their general business knowledge or focus on a particular area by completing a concentration in:

- Accounting (p. 229)
- Education (p. 229)
- F (p. 230)inance (p. 230)
- Marketing (p. 230)
- Nonprofit Management (p. 230)
- Social Entrepreneurship (p. 230)
- Social Impact and Innovation (p. 230)
- Socially Responsible Business (p. 231)

See the complete list of elective courses (p. 231).

Some courses outside of MGMT can also be taken as electives toward the MM and MBA. Students interested in this option should seek prior approval from the Dean’s office before enrolling in these courses.

**UC Berkeley Student/Alumni MBA Degree Requirements**

**Master of Business Administration (MBA)**

UC Berkeley students/alumni can earn an MBA from the Lorry I. Lokey School of Business and Public Policy at Mills College by taking as few as 10 courses (30 credits), which can be completed in as little as two semesters. The Mills MBA requires 17 courses (51 credits). Those who have completed qualifying courses at UC Berkeley may be able to apply up to seven courses (21 credits) toward the MBA. For a UC Berkeley course to count toward the MBA, the final grade must have been a B or better.

Students transferring in seven courses (21 credits) can complete the MBA in two semesters by taking five courses (15 credits) per semester. Students who transfer in fewer than seven courses (21 credits) can complete the MBA between one calendar year and two academic years (four semesters), depending on the number of courses transferred in, course load by semester, and courses taken during summer and January sessions.

**Required Courses**

**UC Berkeley Course Equivalencies**

<table>
<thead>
<tr>
<th>UC Berkeley Course</th>
<th>Fulfills this Mills MBA Required Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 100A + 100B; ECON 101A + 101B; IAS 106 + 107; UGBA 101A + 101B</td>
<td>MGMT 209 Economics for Managers</td>
</tr>
<tr>
<td>UGBA 102A</td>
<td>MGMT 214 Financial Accounting</td>
</tr>
<tr>
<td>UGBA 102B</td>
<td>MGMT 215 Managerial Accounting</td>
</tr>
<tr>
<td>ECON 136; UGBA 103</td>
<td>MGMT 216 Corporate Finance</td>
</tr>
<tr>
<td>UGBA 106</td>
<td>MGMT 230 Marketing Management</td>
</tr>
<tr>
<td>UGBA 105</td>
<td>MGMT 234 Management and Organizational Development</td>
</tr>
<tr>
<td>STAT 20; STAT 21; STAT 131A; STAT 134; STAT 88</td>
<td>MGMT 263 Quantitative Methods</td>
</tr>
</tbody>
</table>

**Elective Curriculum**

Minimum of 15 semester course credits

Students are free to choose any combination of electives that earn at least 15 semester course credits. The electives provide an opportunity for students to strengthen their general business knowledge or focus on a particular area by completing a concentration in:

- Accounting (p. 229)
- Education (p. 229)
- F (p. 230)inance (p. 230)
- Marketing (p. 230)
- Nonprofit Management (p. 230)
- Social Entrepreneurship (p. 230)
- Social Impact and Innovation (p. 230)
- Socially Responsible Business (p. 231)

See the complete list of elective courses (p. 231).

Some courses outside of MGMT can also be taken as electives toward the MM and MBA. Students interested in this option should seek prior approval from the Dean’s office before enrolling in these courses.

**UC Berkeley Student/Alumni MM Degree Requirements**

**Master of Management (MM)**

UC Berkeley students/alumni can earn an MM degree from the Lorry I. Lokey School of Business and Public Policy at Mills College by taking as few as five courses (15 credits), which can be completed in as little as...
as one semester. The program is flexible, giving students the ability to take some courses in the summer or January terms, or to spread course work out over two semesters.

The Mills MM requires a total of 10 courses (30 credits). Those who have completed qualifying courses at UC Berkeley may be able to apply up to five courses (15 credits) toward the MM, leaving only five courses (15 credits, to be taken at Mills) that are required for the degree. For a UC Berkeley course to count toward the MM, the final grade must have been a B or better.

Students can apply up to five UC Berkeley courses (15 credits) from the list below toward the MM:

Economics
- ECON 001, 100A, 100B, 101A, or 101B
- UGBA 101A or 101B
- IAS 106 or 107

Statistics
- STAT 20, 21, 131A, or 134
- STAT C8 and STAT 88

Accounting
- UGBA 102A or 102B
- UGBA 120–129

Finance
- UGBA 103
- ECON 136

**Required Courses**

<table>
<thead>
<tr>
<th>Mills MM Required Courses</th>
<th>Take at UC Berkeley or Mills</th>
<th>Take at Mills</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 214 Financial Accounting</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 230 Marketing Management</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 244 Leadership and Ethics</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Behavioral Track or Quantitative Track Course¹</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Behavioral Track or Quantitative Track Course¹</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MGMT 278 Social Impact Consulting² or Elective</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

¹ Behavioral Track or Quantitative Track courses can be found under the Master of Management (p. 221)

² MGMT 278 Social Impact Consulting is required only for students who complete the MM in a single semester. Students who choose to take longer to complete the MM can select any elective course including, but not limited to, MGMT 278.

**Elective Curriculum**

Minimum of 15 semester course credits

Students are free to choose any combination of electives that earn at least 15 semester course credits. The electives provide an opportunity for students to strengthen their general business knowledge or focus on a particular area by completing a concentration in:

- Accounting (p. 229)
- Education (p. 229)
- F (p. 230)inance (p. 230)
- Marketing (p. 230)
- Nonprofit Management (p. 230)
- Social Entrepreneurship (p. 230)
- Social Impact and Innovation (p. 230)
- Socially Responsible Business (p. 231).

See the complete list of elective courses (p. 231).

Some courses outside of MGMT can also be taken as electives toward the MM and MBA. Students interested in this option should seek prior approval from the Dean’s office before enrolling in these courses.

**Accounting Concentration**

Accounting is referred to as “the language of business,” and whatever your career goals, an understanding of accounting will open opportunities for professional advancement. An accounting background can provide a stepping-stone to a career in business as a chief financial officer, financial adviser, entrepreneur, or forensic accountant, as well as to careers in nonprofit organizations and government. Students planning to sit for the CPA exam should discuss plans with their advisor.

The accounting concentration requires at least three accounting electives, totaling at least 9 semester course credits. These electives are taken in addition to MGMT 214 Financial Accounting and MGMT 215 Managerial Accounting. All of these electives have MGMT 214 Financial Accounting as a prerequisite.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 212</td>
<td>Intermediate Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 228</td>
<td>Governmental Accounting and Nonprofit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 267</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Education Concentration**

A concentration in education enables students to use their business skills in an educational context. The Education concentration allows students to tailor their courses to their interests and professional goals by taking courses in the School of Education.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>In consultation with your advisor, choose three Education courses.</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
Finance Concentration

Students pursuing the finance concentration develop skills in project analysis, decision making under uncertainty, valuation of a wide variety of assets, and budgeting. They gain an understanding of markets, incentives, and the role of diverse stakeholders in financial decisions. Students also learn how to incorporate non-financial variables into analyses, such as when seeking to finance socially beneficial projects. Graduates are equipped to make financial choices for their own businesses, join the finance departments of larger corporations, or begin careers in financial services firms.

Students must take the following to earn a concentration in finance:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 216</td>
<td>Corporate Finance I</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 267</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>MGMT 211</td>
<td>Money and Financial Institutions</td>
</tr>
<tr>
<td></td>
<td>MGMT 218</td>
<td>Financial Derivatives</td>
</tr>
<tr>
<td></td>
<td>MGMT 219</td>
<td>International Finance</td>
</tr>
<tr>
<td></td>
<td>MGMT 249</td>
<td>Business Analytics</td>
</tr>
<tr>
<td></td>
<td>MGMT 282</td>
<td>Modeling and Data Analysis</td>
</tr>
</tbody>
</table>

To earn a concentration in nonprofit management, students must complete:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 270</td>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MGMT 228</td>
<td>Governmental Accounting and Nonprofit Accounting</td>
<td></td>
</tr>
<tr>
<td>MGMT 271</td>
<td>Funding Social Impact</td>
<td></td>
</tr>
<tr>
<td>MGMT 274</td>
<td>Innovation in Business, Social, and Government Organizations</td>
<td></td>
</tr>
<tr>
<td>MGMT 275</td>
<td>Social Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MGMT 278</td>
<td>Social Impact Consulting</td>
<td></td>
</tr>
<tr>
<td>PPOL 220</td>
<td>Organizational Efficacy</td>
<td></td>
</tr>
</tbody>
</table>

Social Entrepreneurship Concentration

Social entrepreneurship focuses on the launching and growing organizations to resolve unmet or evolving social needs. Social entrepreneurs need skills to cultivate organizations that can meet those needs effectively, while adapting to continually evolving community needs.

To earn a concentration in social entrepreneurship, students take:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 275</td>
<td>Social Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MGMT 271</td>
<td>Funding Social Impact</td>
<td></td>
</tr>
<tr>
<td>MGMT 272</td>
<td>Socially Responsible Business</td>
<td></td>
</tr>
<tr>
<td>MGMT 274</td>
<td>Innovation in Business, Social, and Government Organizations</td>
<td></td>
</tr>
<tr>
<td>MGMT 278</td>
<td>Social Impact Consulting</td>
<td></td>
</tr>
</tbody>
</table>

Social Impact and Innovation Concentration

Social impact and innovation focuses on applying management skills and innovation capabilities to address society’s unmet needs. This discipline incorporates perspectives such as design thinking, collaborative management, program evaluation, and strategy to create innovative solutions to complex problems.

To earn a concentration in social impact and innovation, students must take:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 274</td>
<td>Innovation in Business, Social, and Government Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MGMT 271</td>
<td>Funding Social Impact</td>
<td></td>
</tr>
<tr>
<td>MGMT 270</td>
<td>Nonprofit Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 275</td>
<td>Social Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MGMT 278</td>
<td>Social Impact Consulting</td>
<td></td>
</tr>
</tbody>
</table>

Marketing Concentration

Students pursuing the marketing concentration learn to identify the demands of various consumer segments and to use consumer insights in delivering value while being mindful of diverse stakeholder needs. Through hands-on projects for external clients, they apply various marketing concepts in the areas of marketing research, digital marketing, and nonprofit marketing. Graduates have gone on to work in brand management, marketing research, consumer analytics, and in their own entrepreneurial ventures.

To earn a concentration in marketing, students take all three of the following marketing electives totaling 9 course credits:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 223</td>
<td>Digital Marketing</td>
<td></td>
</tr>
<tr>
<td>MGMT 233</td>
<td>Marketing Research</td>
<td></td>
</tr>
<tr>
<td>MGMT 249</td>
<td>Business Analytics</td>
<td></td>
</tr>
</tbody>
</table>

Nonprofit Management Concentration

This concentration is valuable to students who hope to work or volunteer in the nonprofit sector. Through course work, students learn how nonprofit strategies are developed and how nonprofit organizations operate, raise money, and seek to generate and scale social impact. Graduates with this concentration have started their own nonprofits, taken leadership roles in nonprofits, or have chosen other careers where knowledge of this sector is valuable.

To earn a concentration in nonprofit management, students must complete:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 270</td>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MGMT 228</td>
<td>Governmental Accounting and Nonprofit Accounting</td>
<td></td>
</tr>
<tr>
<td>MGMT 271</td>
<td>Funding Social Impact</td>
<td></td>
</tr>
<tr>
<td>MGMT 274</td>
<td>Innovation in Business, Social, and Government Organizations</td>
<td></td>
</tr>
<tr>
<td>MGMT 275</td>
<td>Social Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MGMT 278</td>
<td>Social Impact Consulting</td>
<td></td>
</tr>
<tr>
<td>PPOL 220</td>
<td>Organizational Efficacy</td>
<td></td>
</tr>
</tbody>
</table>
Socially Responsible Business Concentration

Socially responsible business focuses on leading change within established, for-profit businesses to foster alignment with society’s needs. Practitioners in socially responsible business need strong analytic skills combined with leadership and change management skills in order to create cost-effective business responses to complex problems and opportunities.

To earn a concentration in socially responsible business, students must take:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 272</td>
<td>Socially Responsible Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

- MGMT 253 Environmental Economics
- MGMT 271 Funding Social Impact
- MGMT 274 Innovation in Business, Social, and Government Organizations
- MGMT 278 Social Impact Consulting

Electives that are typically offered in alternating years are indicated with an asterisk (*).

**Elective Courses**

The electives provide an opportunity for students to strengthen their general business knowledge or focus on a particular area by completing a concentration in: accounting (p. 229), education (p. 229), finance (p. 230), marketing (p. 230), nonprofit management (p. 230), social entrepreneurship (p. 230), social impact and innovation (p. 230), or socially responsible business (p. 231). Some courses outside of MGMT can also be taken as electives toward the MBA: students interested in this option should seek prior approval from the Dean’s office before enrolling.

**General Electives**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 211</td>
<td>Money and Financial Institutions</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 212</td>
<td>Intermediate Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 218</td>
<td>Financial Derivatives</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 219</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 220</td>
<td>Games and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 223</td>
<td>Digital Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 224</td>
<td>Persuasive Communications</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 225</td>
<td>Simulation &amp; Modeling in the Social and Policy Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 227</td>
<td>Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 228</td>
<td>Governmental Accounting and Nonprofit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 233</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 239</td>
<td>Urban Economics</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 247</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 249</td>
<td>Business Analytics</td>
<td>3-3</td>
</tr>
<tr>
<td>MGMT 250</td>
<td>Persuasive Oral Presentations</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 253</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

*Check the course descriptions (p. ) to see which special topics courses will be offered.

**Music**

The Mills Music Department has enjoyed an international reputation in the field of contemporary music for well over half a century, occupying a unique place in Bay Area culture. Our two-year graduate degree programs continue this tradition of excellence. Mills offers three graduate degrees:

- Master of Arts in Composition (p. 233)
- Master of Fine Arts in Electronic Music and Recording Media (p. 234)
- Master of Fine Arts in Music Performance and Literature (p. 235) (with specializations in solo and chamber music or in improvisation)

These programs successfully blend appreciation for past accomplishment and skills with commitment to artistic innovation and technological advancement. The graduate faculty of leading composers, performers, and scholars prides itself on its creative openness and accessibility to students.

The programs in composition and electronic music keep Mills at the forefront of new music. Directed by a core of distinguished composers and sound artists, including John Bischoff, Chris Brown, James Fei, Fred Frith, Roscoe Mitchell, Maggi Payne, and Les Stuck, these programs welcome stellar guests to their teaching rosters, including Joëlle Léandre in 2006, Hilda Paredes in 2007, and Zeena Parkins (spring semesters since 2011).

The Music Department also has at least one visiting composer in residence each year. Lou Harrison was the first Jean Macduff Vaux Composer-in-Residence in 1998–99, followed by Gordon Mumma, José Maceda, Bun-Ching Lam, Cecil Taylor, Meredith Monk, Terry Riley, James Tenney, Maggie Nichols, Helmut Lachenmann, Muhal Richard Abrams, Julia Wolfe, Christian Wolff, Alvin Lucier, Laurie Anderson, George Lewis, and Hilda Paredes. The Music Department also has an endowed residency in honor of the electronic music composer/performer David Tudor; Paul DeMarinis initiated this residency in 2000–
The College’s Center for Contemporary Music (https://www.mills.edu/academics/graduate-programs/music/center-contemporary-music.php) (CCM), with its roots in the historic San Francisco Tape Music Center, is world renowned for its innovative work in electroacoustic and computer music, interactive installations and performances, sound art, performance art, visual arts, recording media, and sound synthesis. Its popular public events include Songlines (https://musicnow.mills.edu/songlines.php), a series of symposia on sound, nature, and new music technologies that brings together in an informal setting guest composers, performing artists, and researchers. Guests have included Robert Ashley, Amelia Cuni, Luc Ferrari, Janice Giteck, Matthew Goodheart, Annie Gosfield, Brenda Hutchinson, Jason Kahn, Carla Khlstedt, Kitundu, Christina Kubisch, C.K. Ladzekpo, Catherine Lamb, John Leidecker, Annea Lockwood, Miya Masaoka, Neil Rolnick, Tetsu Saltoh, David Tudor, “Blue” Gene Tyranny, and Hildegard Westerkamp. Popular events also include Signal Flow (https://www.mills.edu/academics/graduate-programs/music), the graduate thesis festival, and Mills Music Now (https://musicnow.mills.edu), a concert series presented fall through spring in Littlefield Concert Hall that features contemporary composers and performers from around the world as well as Mills faculty and campus ensembles.

Scholarship is an important component of all our graduate programs, and a lively intellectual atmosphere is maintained through seminars and one-to-one studies in musicology, theory, and ethnomusicology with renowned scholars David Bernstein and Nalini Ghuman.

Our commitment to creating interdisciplinary works with other fine arts departments is enhanced by Mills’ Art and Technology Program (p. 10), which generates many fresh ways of making and thinking about music and sound art.

**Programs**

Master of Arts in Composition
Master of Fine Arts in Electronic Music and Recording Media (p. 234)
Master of Fine Arts in Performance and Literature (p. 235)

**Faculty & Staff**

**Faculty**

David Bernstein  
Professor of Music  
Music 264, 510.430.2025, davidb@mills.edu  
Professional Interests: John Cage, Pauline Oliveros, American Experimentalism, avant-garde music and aesthetics, Arnold Schoenberg’s tonal theories, post-tonal theory and analysis, 20th-century music literature, the history of late 19th- and early 20th-century harmonic theory

John Bischoff  
Professor, Composer  
Music 244, 510.430.2331, bischoff@mills.edu  
Professional Interests: Composition, electronic music for solo performers, computer network bands, and instrumental ensembles; alternative tuning systems; electroacoustic instrument construction

John and Martha Davidson Professorship  
Professor of Intermedia and Electronic Arts  
Program Head of Art and Technology  
Department Head of Music  
Music 231, 510.430.2329, jfei@mills.edu  
Professional Interests: Composition, improvisation, sound installation, live electronic music, recording, intermedia

Nalini Ghuman  
Professor of Music  
Music 265, 510.430.2332, naligin@mills.edu  
Professional Interests: Nineteenth- and 20th-century western classical music and opera; solo and chamber piano performance; ethnomusicology (particularly North Indian vocal music and Welsh folk music); cultural studies; post-colonial perspectives on musical orientalism, nationalism, and cross-cultural musical exchange

Roscoe Mitchell  
Professor of Music  
Darius Milhaud Professorship  
Music 276, 510.430.2200, rmitchell@mills.edu  
Professional Interests: Composition and the performance of composed and improvised music

Zeena Parkins  
Distinguished Visiting Artist, Spring  
Music 275, 510.430.2142, zenpark1@me.com  
Professional Interests: Composition, Improvisation, Sound installations; recording; sound processing; inventing new harps; performances of music: acoustic/electric, analog/digital, composed/improvised; writing scores for film, theater and dance with a particularly strong commitment to collaborative work with choreographers and visual artists

Laetitia Sonami  
Professor of Music  
Music 243, 510.430.2330, laetitia@sonami.net  
Professional Interests: Composition, strategies for live performance of electronic music, new interfaces and wearables, interactive systems, sound installations in the pubic sphere, intermedia, collaborations with writers, film makers and dancers

Jennifer L. Wilsey  
Assistant Adjunct Professor  
Music 248, jwilsey@mills.edu  
Professional Interests: Deep Listening; contemplative practices in the arts and higher education; pedagogies and practices of improvisation, musicianship, and music theory

**Staff**

Steed Cowart  
Concert Coordinator  
Music 138, 510.430.2334, steed@mills.edu

Stephanie Neumann  
Faculty Administrative Assistant  
Music 137, 510.430.2171, sneumann@mills.edu

Les Stuck  
Technical Director  
Music 233, 510.430.2336, les@mills.edu
Master of Arts in Composition

The master of arts program in composition at Mills has trained generations of composers from all over the world in the American experimentalist tradition. Composition students at Mills learn in a free-thinking environment that encourages creative work in a wide variety of styles. In addition to taking courses in orchestration, tonal and post-tonal analysis, and contemporary music criticism, they are encouraged to cross disciplinary boundaries and to pursue studies in special areas of interest that may include improvisation, indeterminacy, and environmental sound composition, as well as composing for dance and film.

Our core composition faculty have won international renown as composers and performers across the musical spectrum, from conventionally notated work to a wide range of experimental practices. We regularly invite distinguished guest composers to teach at Mills—most recently Hilda Paredes and Zeena Parkins—and composition students may study electronic and computer music with faculty from the Center for Contemporary Music, the historic electronic music studio that has been a pioneering presence in American music for more than 40 years. Also teaching in the Composition Program is music theorist David Bernstein, a specialist in the music of John Cage and the tonal theories of Arnold Schoenberg, and performer and musicologist Nalini Ghuman, whose research focuses on early twentieth-century music, North Indian Music, and issues of gender, Orientalism, nationalism, and cross-cultural musical exchange.

To enhance our students’ learning experience, Mills sponsors at least one visiting composer each year. Lou Harrison was the first Jean Macduff Vaux Composer-in-Residence in 1998–99, followed in consecutive years by Gordon Mumma, José Maceda, Bun-Ching Lam, Cecil Taylor, Meredith Monk, Terry Riley, James Tenney, Maggie Nicols, Helmut Lachenmann, Muhal Richard Abrams, Julia Wolfe, Christian Wolff, Alvin Lucier, Laurie Anderson, George Lewis, and in 2018, Ashley Fure.

Program Goals

- To have a developed understanding of cultural, political, social, and intellectual issues in diverse contemporary and historical musical & sound art practices.
- To have distinctive creative ideas and the ability to realize them successfully on a professional level.
- To be able to critically analyze & clearly identify strengths and weaknesses in her/his own work, & the work of others.
- To be able to productively collaborate with others in professional contexts relating to her/his area of expertise.
- To demonstrate a technical mastery of her/his instrument or discipline, and a comprehensive knowledge of its styles and repertoire, past and present.

Requirements

Two-year residency requirement during which all students must complete their degree. Minimum of 44 semester course credits

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Required</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MUS 210</td>
<td>Selected Issues in Contemporary Performance and Improvisation</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

MUS 212 or MUS 237 Seminar in 20th-Century Literature and Theory 4
MUS 224 or MUS 266 Contemporary Instrumentation and Orchestration Advanced Orchestration Seminar 4
MUS 248 Post-Tonal Theory and Analysis 4
MUS 250 Thesis for the Master’s Degree 1 4
MUS 256 Tonal Analysis 4
MUS 291 Composition Seminar 2 4
or MUS 205 Selected Issues in Composition
And two courses (4 credits total) of:
MUS 225 Individual Instruction in Performance and Composition
MUS 260 Practicum

Electives 12
MUS 291 Composition Seminar (may be taken a second time to fulfill an elective credit.)

The following undergraduate courses are open to graduate students as well:
MUS 101 20th-Century Styles and Techniques I: 1900–1945
MUS 102 Experimental Music: From 1952 to the Present
MUS 116 Women, Gender, and Musical Creativity
MUS 117 Studies in European Music and Culture to 1750
MUS 118 Classical and Romantic Music
MUS 120 American Music
MUS 121 Film Music: Mood and Meaning
MUS 141 The Music of India: Brahma to Bhangra
MUS 147 Introduction to Electronic Music
MUS 154 Introduction to Computer Music
MUS 155 Advanced Chromatic Harmony and Post-Tonal Theory
MUS 159/259 Seminar in Musical Performance, Composition, and Improvisation
MUS 161 Sound Techniques of Recording
MUS 163 The World of Opera
MUS 180
MUS 259 Seminar in Musical Performance, Composition, and Improvisation

1 MUS 250 Thesis for the Master’s Degree consists of the preparation and performance of a major work during the Signal Flow Graduate Thesis Festival and a written thesis. Students meet regularly during their final semester with their faculty thesis director, and also consult with a faculty thesis reader on the development of their thesis.

2 MUS 291 Composition Seminar may be taken a second time to fulfill an elective credit.

First-Year Review: All Candidates

Students in all graduate music programs must demonstrate professional standards of achievement in their chosen field. At the end of the first year of residence (two semesters of full-time enrollment or its equivalent), students must submit a portfolio representing the work accomplished during the period of enrollment. Only after completion of a successful faculty review will the student be permitted to proceed with the second year of study. Inquiries concerning any of
these requirements should be addressed to the Music Department at 510.430.2171.

**Master of Fine Arts in Electronic Music and Recording Media**

The master of fine arts in electronic music and recording media keeps Mills at the forefront of new music. Directed by a core faculty of distinguished composers, this program welcomes composers and sound artists working with electronic music and electroacoustic media.

This innovative interdisciplinary program (housed in the internationally acclaimed Center for Contemporary Music (https://www.mills.edu/academics/graduate-programs/music/center-contemporary-music.php)) focuses on electronic and computer music, the recording arts, and experimental media. It offers courses in recording and mixing, digital and analog synthesis, music software design and programming, interactive music composition, video, and live electronic music performance. The program encourages interdisciplinary and collaborative works across disciplines, including dance, art, computer science, poetry, and literature. MFA students also have access to the facilities and curriculum of Art and Technology (p. 10), which provides links for students and faculty from all the fine arts disciplines, as well as providing an undergraduate major.

The Music Department has also recently established an endowed residency in honor of the electronic music composer/performer David Tudor. Paul DeMarinis initiated this residency in 2000–01, followed by Maryanne Amacher, Steina Vasulka, Trimpin, Ron Kuivila, Jon Rose, Laetitia Sonami, Keith Rowe, Bob Ostertag, David Dunn, Ikue Mori, David Behrman, and Nic Collins.

The Center for Contemporary Music (CCM) also presents Songlines (https://musicnow.mills.edu/songlines.php), a series of symposia on sound, nature, and new music technologies that brings together guest composers, performing artists, and researchers in an informal setting.

See KQED television’s feature on CCM (http://www.kqed.org/arts/places/spark/profile.jsp?id=21460).

**Program Goals**

- To have a developed understanding of cultural, political, social, and intellectual issues in diverse contemporary and historical musical & sound art practices.
- To have distinctive creative ideas and the ability to realize them successfully on a professional level.
- To be able to critically analyze & clearly identify strengths and weaknesses in her/his own work, & the work of others.
- To be able to productively collaborate with others in professional contexts relating to her/his area of expertise.
- To demonstrate a technical mastery of her/his instrument or discipline, and a comprehensive knowledge of its styles and repertoire, past and present.

**Requirements**

Two-year residency requirement during which all students must complete their degree.

Minimum of 48 semester course credits

Several concentrations are possible within this degree program:

- composition and performance utilizing electronic media;
- instrument building and systems design for interactive electronic music; and
- intermedia work based in music, but also involving a variety of other time-based forms, such as video, Internet, and installation-based works.

Classes in the Electronic Music and Recording Media Program take place in the studios of the Center for Contemporary Music (CCM), and students pursuing intermedia work may also enroll in IART 219 Electronic Arts and IART 220 Advanced Electronic Arts, which meet in the Prieto Multimedia Lab, as well as relevant courses in dance and video. Students should budget additionally for materials required for work in these media. An average of $600 per semester is required to cover costs for CDs, DVDs, storage devices, software, and electronic supplies.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MUS 212</td>
<td>Seminar in 20th-Century Literature and Theory</td>
<td>4</td>
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<tr>
<td>or MUS 237</td>
<td>Seminar in Music Literature and Criticism</td>
<td>4</td>
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<tr>
<td>MUS 250</td>
<td>Thesis for the Master’s Degree</td>
<td>4</td>
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<tr>
<td>MUS 251</td>
<td>Seminar in Computer Music</td>
<td>4</td>
</tr>
<tr>
<td>MUS 252</td>
<td>Seminar in Electronic Music Performance</td>
<td>4</td>
</tr>
<tr>
<td>MUS 291</td>
<td>Composition Seminar</td>
<td>4</td>
</tr>
<tr>
<td>or MUS 205</td>
<td>Selected Issues in Composition</td>
<td>4</td>
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<tr>
<td>Select one course below:</td>
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<tr>
<td>MUS 210</td>
<td>Selected Issues in Contemporary Performance and Improvisation</td>
<td>4</td>
</tr>
<tr>
<td>IART 219</td>
<td>Electronic Arts</td>
<td></td>
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<tr>
<td>IART 220</td>
<td>Advanced Electronic Arts</td>
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<tr>
<td>IART 248</td>
<td>Video II</td>
<td></td>
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<tr>
<td>Select one course below:</td>
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<tr>
<td>MUS 224</td>
<td>Contemporary Instrumentation and Orchestration</td>
<td>4</td>
</tr>
<tr>
<td>MUS 264</td>
<td>Advanced Audio Recording</td>
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<tr>
<td>MUS 266</td>
<td>Advanced Orchestration Seminar</td>
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<tr>
<td>Select two courses below:</td>
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<tr>
<td>MUS 225</td>
<td>Individual Instruction in Performance and Composition</td>
<td>4</td>
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<tr>
<td>MUS 260</td>
<td>Practicum</td>
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**Electives**

Select 16 semester credits in electives, which may include appropriate 100- or 200-level courses in other departments.

The following undergraduate courses are open to graduate students as well:

<table>
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<tr>
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<tbody>
<tr>
<td>MUS 101</td>
<td>20th-Century Styles and Techniques I: 1900–1945</td>
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<tr>
<td>MUS 102</td>
<td>Experimental Music: From 1952 to the Present</td>
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<tr>
<td>MUS 116</td>
<td>Women, Gender, and Musical Creativity</td>
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<tr>
<td>MUS 117</td>
<td>Studies in European Music and Culture to 1750</td>
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<td>MUS 141</td>
<td>The Music of India: Brahma to Bhangra</td>
</tr>
<tr>
<td>MUS 147</td>
<td>Introduction to Electronic Music</td>
</tr>
</tbody>
</table>
In addition, the Music Improvisation Ensemble (led by Zeena Parkins) and the Improvisation Workshop (directed by Roscoe Mitchell) afford unique opportunities to develop a deeper understanding of the practice of improvisation in an intense and supportive environment.

Our program’s strong historical, theoretical, and critical component, staffed by music theorist David Bernstein and performer and musicologist Nalini Ghuman, allows performers to gain advanced knowledge of the cultural, analytical, and socio-historical aspects of music, enhancing both their understanding and their ability to perform at a high level.

### Program Goals

- To have a developed understanding of cultural, political, social, and intellectual issues in diverse contemporary and historical musical & sound art practices.
- To have distinctive creative ideas and the ability to realize them successfully on a professional level.
- To be able to critically analyze & clearly identify strengths and weaknesses in her/his own work, & the work of others.
- To be able to productively collaborate with others in professional contexts relating to her/his area of expertise.
- To demonstrate a technical mastery of her/his instrument or discipline, and a comprehensive knowledge of its styles and repertoire, past and present.

### Requirements

Minimum of 48 semester course credits

Two-year residency requirement during which all students must complete their degree.

Two different specializations are possible within this degree program, each having different requirements:

- specialization in solo and chamber music
- specialization in improvisation

Students should budget additionally for individual instrument or voice lessons that may be required for the degree (see below). The cost of these lessons per semester varies widely from instructor to instructor, in a range from $800 to $1,500. We offer scholarships every semester to help offset this extra expense. Auditions to determine the amount of these scholarships take place on the first Thursday of each semester.

### Specializations

#### Solo and Chamber Music Specialization

<table>
<thead>
<tr>
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<tr>
<td>MUS 212</td>
<td>Seminar in 20th-Century Literature and Theory</td>
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<tr>
<td>MUS 224</td>
<td>Contemporary Instrumentation and Orchestration</td>
<td>4</td>
</tr>
<tr>
<td>MUS 237</td>
<td>Seminar in Music Literature and Criticism</td>
<td>4</td>
</tr>
<tr>
<td>MUS 250</td>
<td>Thesis for the Master’s Degree</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MUS 210</td>
<td>Selected Issues in Contemporary Performance and Improvisation</td>
<td>4</td>
</tr>
</tbody>
</table>

|MUS 211 | Improvisation Workshop                     | 4     |

Select one:
First-Year Review: All Candidates

Students in all graduate music programs must demonstrate professional standards of achievement in the chosen field. At the end of the first year of residence (two semesters of full-time enrollment or its equivalent), students must submit a portfolio representing the work accomplished during the period of enrollment. Only after completion of a successful faculty review will the student be permitted to proceed with the second year of study. Inquiries concerning any of these requirements should be addressed to the Music Department at 510.430.2171.

Pre-Medical Program

- For more than 30 years, Mills College has been preparing students to become physicians and other healthcare professionals.
- Our program is designed for students with bachelor’s degrees who lack some or all of the basic science courses to pursue study in the fields of allopathic medicine, osteopathic medicine, dentistry, pharmacology, veterinary medicine, or optometry.
- Students who need to complete all of the basic pre-medical science courses take two years (four semesters) to complete the program.
- Students who have completed a year of general chemistry, a year of general biology, and a semester of calculus are often able to finish in one year.

Students in the Post-baccalaureate Pre-Med Program enroll in Mills science and math courses taught by distinguished faculty. In most cases, post bac students have separate lectures designed specifically for pre-med students. The average class size is about 25 students, large enough to offer a diverse intellectual community but small enough to provide individual attention. At Mills, students find a supportive environment of motivated peers who work collaboratively toward mutual goals. Faculty members are accessible and involved in helping students succeed.

Teaching assistants are available in each course for individual help. Students plan their academic course work with one of several faculty advisors. Other aspects of their pre-professional training are planned in consultation with the pre-health professions advisor, Beth Kochly, or with Mary Pace, program coordinator.

Graduates of the Mills Post-baccalaureate Pre-Med Program achieve an approximately 90 percent acceptance rate to medical school or other health science professional school and matriculate at some of the nation’s most respected schools of medicine (https://www.mills.edu/academics/graduate-programs/pre-med/medical-schools.php), including UCSF, Stanford, Harvard, UCLA, Washington University, and Yale. Linkages with an osteopathic medical school allow some of our students to start medical school in the fall after completing their studies at Mills, thereby eliminating the application year.

For information about our graduation rates, the median debt of students who completed the program and other important information, please refer to the Federal Gainful Employment Disclosure Statement (https://inside.mills.edu/academics/graduate PMC_gr Gedt.html).
Post-baccalaureate Pre-Medical Certificate (p. 237)

Faculty & Staff

Faculty

Sandra M. Banks
Adjunct Professor
NSB 118, 510.430.3133, smbanks@mills.edu
Professional Interests: Chemical education, organic chemistry-spectroscopy and organic chemistry reaction mechanisms

Kristina Faul
Professor, Geochemistry and Environmental Geology
Program Head of Environmental Science and Environmental Studies
NSB 119, 510.430.2202, kfaul@mills.edu
Professional Interests: Oceanography, climate change, the chemistry of past oceans, paleoceanography

Elaine Tan
Visiting Assistant Professor, Biology
NSB 181, 510.430.2158, etan@mills.edu
Professional Interests: Anatomy and functional circuitry of the brain, particularly with regard to the processing of sensory information

Lisa Urry
Professor, Biology
Department Head of Biology
NSB 123, 510.430.2026, lurry@mills.edu
Professional Interests: Developmental biology of sea urchin embryos and larvae, cell-cell and cell-extracellular matrix interactions, science education/pedagogy

Staff

Mary Pace
Post-Bac Pre-Med Program Coordinator
NSB 111, 510.430.2317, mpace@mills.edu

Post-baccalaureate Pre-Medical Certificate

Requirements

In order to earn the program certificate, students must complete the courses listed below (or their equivalent). One-half of these courses must be completed at Mills College with a minimum 3.0 GPA. Evidence of completion of courses not taken at Mills is required.

Required Science Courses

• General Biology with Lab
• General Chemistry with Lab
• General Physics with Lab (one semester of calculus is required)
• Accelerated Organic Chemistry and Applied Organic Chemistry with Lab
• Biochemistry with Lab

The current Medical College Admission Test (MCAT) has a section that tests basic concepts in biology, psychology and sociology that are related to human behavior. Students who have not had introductory courses in psychology and sociology will need to acquire the concepts taught in these courses. This can be done by self-study or by taking the courses as part of the program. The MCAT has two sections that test the materials covered in the natural science courses listed above and a section on critical analysis and reasoning.

Some medical schools have additional requirements; see Medical School Admission Requirements published annually online by the Association of American Medical Colleges (https://www.aamc.org) concerning the prerequisites at particular schools. Depending on the extent of their preparation and time, students often elect to take additional biology courses: genetics and physiology are particularly valuable. Additional electives might include microbiology, neurobiology, immunology, developmental biology, and molecular cell biology.

A full-time course load for students in the post-baccalaureate Pre-Medical Program is usually two or three courses per semester. Most courses have associated laboratories or workshops, which translates to a total of between 8 and 13 semester course credits. Physical education activity courses do not count toward this limit. Overloads of up to 16 credits may be permitted with approval of the program director, Sandra Banks. No student may enroll for more than 16 credits.

Typical course schedule for two years

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>First Year:</td>
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<tr>
<td>CHEM 017 &amp; CHEM 018</td>
<td>General Chemistry I and General Chemistry II</td>
<td>8</td>
</tr>
<tr>
<td>BIO 001 &amp; BIO 002</td>
<td>General Biology I with Lab and General Biology II with Lab</td>
<td>8</td>
</tr>
<tr>
<td>Elective: Fall semester–Calculus, if needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective: Spring semester–Genetics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Year:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 107 &amp; CHEM 108</td>
<td>Accelerated Organic Chemistry with laboratory</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 061 &amp; PHYS 062</td>
<td>General Physics I and General Physics II</td>
<td>8</td>
</tr>
<tr>
<td>BIOC 110</td>
<td>General Biochemistry (spring semester)</td>
<td>4</td>
</tr>
<tr>
<td>Elective: Fall semester–Physiology</td>
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</tr>
</tbody>
</table>

Public Policy Program

The Public Policy Program at Mills College provides graduate students with the analytical tools and access to innovative policy makers needed to turn passion into effective action. Students may choose between a master of public policy (MPP) degree (p. 239) or our unique joint MPP/MBA degree (p. 224).

The Mills MPP degree (p. 239) provides students with the skills and perspectives required to formulate, implement, and evaluate public policies. This two-year professional degree program integrates two levels of course work, providing students with a strong analytic foundation and advanced professional training. Students learn how to identify public problems; develop creative alternatives; navigate ethics, law, and politics; and implement innovative solutions. The MPP Program prepares students for public policy leadership and analysis in government, politics, nonprofit organizations, and business.
The public policy program is a part of the Lokey School of Business and Public Policy located with the management programs in the Lokey Graduate School building.

The joint master's degree in public policy and business administration program (MPP/MBA) (p. 224) is a streamlined, three-year joint degree track that provides students with cross-sector skills in leadership, management, analysis, and the development of innovative policies and strategies. The joint MPP/MBA Program prepares students to assume leadership positions in careers that span business, government, and nonprofit organizations.

The capstone project for the MPP and joint MPP/MBA degree programs is a year-long experiential learning course culminating in a Master's Policy Report (https://www.mills.edu/academics/graduate-programs/business-public-policy/public-policy/masters-policy-report.php) (MPR). The MPR, conducted for an outside client, enables students to conduct hands-on policy analysis for an external governmental, nonprofit, or cross-sectoral client organization. Working with an advisor, students solve civic challenges, assess policy alternatives, evaluate program effectiveness, design new programs or plan strategies for organizational improvement—gaining valuable real-world experience in making a difference.

Programs

Master's Degrees
Master of Public Policy (MPP) (p. 239)
Joint MPP/MBA (p. 224)

Accelerated Degree Programs
BA/MPP (p. 103)
BA/Joint MPP/MBA (p. 103)

Faculty & Staff

Faculty

Betsy Baum Block
Professor of Practice
GSB 235, bblock@mills.edu
Professional Interests: Policy analysis and program evaluation, demographics of Bay Area poverty, workforce development

Hon. Rob Bonta
Professor of Practice
GSB 235, 510.430.2194, rbonta@mills.edu
Professional interests: California state politics

Shanti Brien
Professor of Practice
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Resources


Master of Public Policy (MPP)

The master’s degree program in public policy provides students with the skills and perspectives required to formulate, implement, and evaluate public policies. Our curriculum includes two levels of course work—an analytic foundational curriculum and an advanced professional curriculum. Previous course work may be applied to the first-year requirements, at the discretion of the Public Policy Program Director, reducing the number of classes and time needed to graduate.

Analytic Foundation

Policy professionals must draw on skills and concepts from multiple disciplines, so our analytic foundation courses provide training in economics, statistics, law, and ethics—along with methods of policy analysis. As part of the foundational curriculum, students also select a course (from among multiple options) relating to diversity and public policy, with the aim of understanding current and historical dimensions of diversity and inequality along social identity dimensions such as class, race, ethnicity, and gender.

Advanced Professional Training

The second-year professional curriculum offers students opportunities to augment and deepen their skills through guided practice.

Organizational Efficacy trains students to maximize performance in nonprofits and government agencies, and Political Efficacy prepares students for the politics of policy making. For the advanced analytics and research methods requirement, students may choose from among options that develop expertise in qualitative methods, data modeling and simulations, or econometrics. Recognizing the significant impact of local government, we also require in-depth training on local planning and policy making, with opportunities for students to work with organizations in Oakland and the greater San Francisco Bay Area on current community-level issues. Elective courses enable students to build substantive knowledge or to deepen analytical capacity.

Multidisciplinary skill training comes together in the two-semester Integrative Core capstone sequence, in which students apply various analytic frameworks to a series of current public policy challenges, using real-world data and interacting with practicing policy analysts and leaders. The Integrative Core culminates in the student’s own policy analysis (the Master’s Policy Report (https://www.mills.edu/academics/graduate-programs/business-public-policy/public-policy/masters-policy-report.php)) conducted for an external client. With faculty assistance, students select the MPR topic and client, using the project as an opportunity to develop substantive expertise in a particular policy area such as education, the environment, or health. The MPR experience prepares students to transition into their professional policy careers.

Full-Time or Part-Time; Flexible Schedules for Working Students

Students in the MPP Program are offered the flexibility to take as many or few courses as they like in a way that best meets students’ own schedules and needs. Students enrolled in four 3-credit classes each semester generally complete the program in two academic years. Students enrolled in fewer courses per semester will graduate in three or four years. Required MPP courses are generally scheduled in the evenings (after 4:00 pm) or on Fridays, enabling working students to more easily navigate our programs.

Program Goals:

• The student will understand that many contextual factors are critical in understanding policy issues. Students will be able to identify which of the following factors are relevant to an issue at hand, and use their understanding of the context to inform their analysis of the policy. Potentially critical contexts include the following: economic systems; intersectoral (public/private/nonprofit) relationships; law; social structures and conditions of inequality (including but not limited to disparities by gender); globalization: cross-national relations and institutions; the history of the policy problem and prior responses to it; and potential impacts of science and technology, including information systems.

• The student will be sensitive to the relevance of social identity categories and other differences—including race, ethnicity, gender, class, age, nationality, language, and culture—to public policy analysis, decision-making, and implementation. The student will also be able to work effectively with and to draw on the perspectives and frameworks of individuals and communities of differing backgrounds, social classes, experiences, and values. The student will understand the relationship between policy, social structures of inequality, and identity dimensions of gender, race, ethnicity, culture and class, and the role of the individual in relation to these larger forces.

• The student will have knowledge of both electoral politics and formal policy-making processes in the United States (including
administrative, legislative and judicial procedures) and exposure to international political processes. The student will be able to assess the political ramifications of alternative policy choices, and to work with individuals, institutions, partnerships and networks for policy-making, implementation, and redesign. The student will also be able to engage effectively in political action as necessary and appropriate to effect policy change.

- The student will be aware that in a democratic society, the authority to define the public interest rests with the polity, not the policy professional. The student will also understand that questions of value are central to both public policy decisions and the actions of public policy professionals, whether they are acting in public, nonprofit, private, or multi-sector settings. As a public servant or private professional engaged in civic activity, she will be familiar with different methods of public deliberation and participation, and be prepared to engage in public dialogue, multi-stakeholder conflict resolution, public education on complex issues, and collective problem-solving. When facing a policy and/or management choice over which there is significant disagreement, the student will be able to engage in reasoned dialogue with others to clarify competing values and obligations relevant to the choice, and to give a clear account of the justification for her own action.

- The student will be able to recognize and describe a policy problem (including making estimates of magnitude), gather the best available data needed to inform an analysis, and apply relevant frameworks and analytic techniques—such as economic theory, benefit-cost analysis, statistical tests, quantitative models and simulations, and geographical information systems—to identify and assess the potential impact of alternative policy options. The student will be prepared to approach problems both critically (looking for perspectives that have been ignored) and holistically (applying a variety of analytic frameworks).

- The student will be able to transfer into any policy area, understand the critical issues and apply appropriate analytic methods and to develop substantive expertise in a single policy area within a reasonably short time.

- The student will be able to communicate complex ideas and arguments in a clear, compelling manner to a variety of audiences, from policy-makers and public managers to community groups. The student will be skilled in both oral and written communication, including techniques relevant to teamwork and cross-cultural practice.

- The student will understand interpersonal and group processes, be aware of the potential benefits and pitfalls of teamwork, and be able to work effectively with others. Students will also be reflective about their own capacity, role and behavior, both independently and in a group context.

- The student will be cognizant of the structure, systems, and culture of an organization in or with which s/he is working, and understand how these factors influence individual behavior and organizational performance. Such knowledge will include an understanding of the similarities and differences among organizations in different sectors (public, nonprofit, and private). The student will be able to use this knowledge along with her/his interpersonal and teamwork skills to act effectively within and across organizations, as well as to manage organizations or larger networks of capacity.

Requirements
The MPP is a two-year professional degree program. The degree includes two levels of requirements: the foundation courses and the professional curriculum. Optionally, MPP students may select a concentration (https://inside.mills.edu/academics/graduate/ppol/program/requirements.php#concentrations) in one of three policy specializations, including Nonprofit Management (https://inside.mills.edu/academics/graduate/ppol/program/requirements.php#nonprof), Innovation and Impact (https://inside.mills.edu/academics/graduate/ppol/program/requirements.php#innovation), and Education Policy (https://inside.mills.edu/academics/graduate/ppol/program/requirements.php#educ).

Foundation Requirements
The first year of the MPP Program consists of the 'foundational' curriculum, with all the intellectual building blocks necessary to move into advanced analytic and elective course work in our program. It includes seven required courses and one elective addressing dimensions of diversity in public policy. At the discretion of the Public Policy Program Director, previous course work may be applied to the foundation requirements, reducing the number of classes and time needed to graduate; this includes courses completed at other institutions prior to enrollment in the MPP Program, or by Mills undergraduates through the BA/MPP accelerated degree program (p. 103). The following eight courses (24 semester course credits) comprise the foundational curriculum:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL 210</td>
<td>Public Policy and Economic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 209</td>
<td>Economics for Managers</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 204</td>
<td>Essentials of Economics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 263</td>
<td>Quantitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>or PPOL 201</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 241</td>
<td>Law and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 200</td>
<td>Methods of Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 215</td>
<td>Public Sector Economics: The Economics of</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 217</td>
<td>Ethical Reasoning in Politics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>Elective (various options available): Dimensions of Diversity in Public Policy</td>
<td>3</td>
<td></td>
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</tbody>
</table>

Professional Curriculum
The professional curriculum consists of five required courses (15 credits) and at least 9 credits of elective courses that offer students opportunities to augment and deepen their skills through practical application.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PPOL 220</td>
<td>Organizational Efficacy</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 221</td>
<td>Political Efficacy</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 227</td>
<td>Local and Community Policy Making, Planning, and Management</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 230</td>
<td>Integrative Core I: Application/Integration of Policy Analysis Frameworks</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 231</td>
<td>Integrative Core II: Application/Integration of Policy Analysis Frameworks</td>
<td>3</td>
</tr>
</tbody>
</table>

Advanced Analytics and Research Methods Elective
Select one of the following: 3-4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 264</td>
<td>Econometrics and Business Forecasting</td>
<td></td>
</tr>
<tr>
<td>PPOL 216</td>
<td>Qualitative Methods in Policy Research</td>
<td></td>
</tr>
<tr>
<td>or EDUC 413 Qualitative Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPOL 225</td>
<td>Simulation in the Social and Policy Sciences</td>
<td></td>
</tr>
</tbody>
</table>

Policy Issue or Methods Electives

Select at least 6 credits (two 3-credit courses, or the equivalent) from available offerings at the 100- and 200-level at Mills or through cross-registration.

Electives will be selected to deepen the student’s knowledge of either analytic methods or a policy area of concentration and must be approved by the program director or advisor. In addition to taking classes on campus, Mills students can expand their academic experience by cross-registering for courses at institutions such as UC Berkeley. Students should be aware that graduate-level courses in a substantive policy area or advanced methods may have prerequisites. Electives may also be taken in other departments at Mills, subject to the advisor's approval.

For full-time students in the two-year track, the minimum residency is three (3) semesters. For full-time accelerated degree program students, the minimum residency is two (2) semesters. For part-time students in either track, residency requirements are pro-rated.

Concentrations

The following concentrations, listed below, are available to MPP students who wish to specialize in one of the following areas of policy and management. To fulfill a concentration, students will choose three courses, and, in addition, may choose a subject matter or client for their Master’s Policy Report in PPOL 231 Integrative Core II: Application/Integration of Policy Analysis Frameworks that aligns with the selected concentration. Concentration courses will take the place of two policy electives and, with the advisor’s approval, should fulfill either the advanced analytics and research methods professional curriculum requirement or the dimensions of diversity foundation requirement. In addition to the courses listed below, students may select additional concentration-relevant courses with the advanced approval of the student’s advisor.

Nonprofit Management Concentration

This concentration is valuable to students who hope to work in, lead, start, serve as policy analysts or advocates for, or volunteer in the nonprofit sector. Course work will expose students to how nonprofit strategies are developed, how nonprofit organizations operate, raise money, and seek to generate and scale social impact.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MGMT 270</td>
<td>Nonprofit Management</td>
<td>3</td>
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</tbody>
</table>

Electives

Select two from the following: 6-7

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MGMT 228</td>
<td>Governmental Accounting and Nonprofit Accounting (^1)</td>
<td></td>
</tr>
<tr>
<td>MGMT 234</td>
<td>Management &amp; Organizational Development</td>
<td></td>
</tr>
<tr>
<td>MGMT 271</td>
<td>Funding Social Impact</td>
<td></td>
</tr>
<tr>
<td>MGMT 275</td>
<td>Social Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

\(^1\) Prerequisite: MGMT 214 Financial Accounting

Education Policy Concentration

In collaboration with Mills’ School of Education, this new policy concentration is designed to introduce students to the critical policy issues facing schools, students and families, teachers, educational leaders, cities, and education policy-makers today.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 203</td>
<td>Public Policy: Children, Youth, and Family Issues</td>
<td></td>
</tr>
<tr>
<td>EDUC 220</td>
<td>Urban Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 401</td>
<td>School Leadership</td>
<td></td>
</tr>
<tr>
<td>EDUC 413</td>
<td>Qualitative Methods</td>
<td></td>
</tr>
<tr>
<td>EDUC 427</td>
<td>Issues of Race and Ethnicity in Education</td>
<td></td>
</tr>
</tbody>
</table>

Innovation and Impact Concentration

Impact and innovation—especially in the social and environmental arena—is a relatively new field focused on applying management skills and innovation capabilities to develop solutions around some of society’s unmet needs and policy challenges. This concentration is designed for students who wish to acquire skills in the field of impact and innovation, regardless of policy area.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MGMT 274</td>
<td>Innovation in Business, Social, and Government Organizations</td>
<td>3-3</td>
</tr>
</tbody>
</table>

Electives

Select two of the following: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MGMT 223</td>
<td>Digital Marketing</td>
<td></td>
</tr>
<tr>
<td>MGMT 253</td>
<td>Environmental Economics</td>
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</tr>
<tr>
<td>MGMT 271</td>
<td>Funding Social Impact</td>
<td></td>
</tr>
<tr>
<td>MGMT 272</td>
<td>Socially Responsible Business</td>
<td></td>
</tr>
<tr>
<td>MGMT 275</td>
<td>Social Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>PPOL 235</td>
<td>Environmental Policy Analysis</td>
<td></td>
</tr>
</tbody>
</table>
JOINT DEGREE PROGRAMS

- Joint MBA/MA in Educational Leadership (p. 222)
- Joint MPP/MBA (p. 224)
- BA/Joint MPP/MBA (p. 103)

Joint MBA/MA in Educational Leadership

The joint MBA/MA in educational leadership is an innovative program leveraging the resources of the School of Education and the Lorry I. Lokey School of Business and Public Policy at Mills College. The joint MBA/MA is designed specifically to prepare future educational leaders and managers for success by giving them knowledge of both educational processes and dynamics, and strategic business and management skills. The degree helps graduates confront the complex challenges of the rapidly changing educational landscape.

The joint MBA/MA enables graduates to:

- work with new models of schools, such as charter schools run by management companies and nonprofits
- respond to increased demands for accountability and reporting mechanisms from diverse sets of stakeholders in the educational field
- address the dynamic between constrained resources and increased expectations for educational quality and specialized services
- develop turnaround processes for troubled schools
- work in education startups, nonprofits, and ed tech companies.

Distinctive Features

- Leadership development: By following the MBA/MA in educational leadership focused course of study, our students acquire the expertise needed to cross the traditional boundaries of business and education.
- Accelerated program: Students graduate in three years or less, depending on their previous fulfillment of foundation courses and individual course loads. This is at least one academic year less than it would take to obtain two separate degrees, helping students more efficiently begin the next stage of their careers.

Course Work

Students take courses from those offered at the Mills College School of Education and the Lorry I. Lokey School of Business and Public Policy, and the program is designed so that classes from each school complement each other fully. Courses are chosen to promote the knowledge and skills students need in areas such as leadership, strategy, operations, marketing, finance, information and technology management, ethics, human resource management, urban education, ecology of schooling, child development, and organizational development and change. See the Requirements page for a list of courses required for this program. See the Education Course List & Descriptions (p. ) and MBA Course List & Descriptions (p. ) pages for paragraph-length descriptions of individual courses.

Career Opportunities

The joint degree program prepares students to serve as educational administrators in Pre-K-12, higher education, and out-of-school programs and institutions; leaders and business officers in independent and charter schools; directors of educational nonprofits; educational consultants; and business consultants working in the education sector.

Requirements

(a minimum of 68 semester course credits)

The joint MBA/MA in educational leadership degree is a 68-72 credit full-time program. Students take 36 units of MBA course work and 32-36 units in education. It is expected that students will complete this program within two and a half (2.5) to three (3) years, depending on the number of foundation courses transferred into the program, the availability of summer courses, and the student's course load. The residency requirement is four (4) semesters.

Foundation Courses

(a minimum of 12 semester course credits)

Students who have taken foundation courses prior to entering the program may count a maximum of three (3) of the MBA listed foundation courses toward the degree. Courses must be approved by the Lokey Dean's office upon application to the program. This option is available for courses completed with a grade of B or better that covered comparable course material, were equivalent to one Mills semester credit, were taken within five (5) years prior to the date of entrance into the MBA program, and were taken at an accredited four-year college or university. (Financial and Managerial Accounting may be taken at an accredited junior/community college or continuing education program in which the courses have been certified for credit eligibility towards the CA Certified Public Accountancy exam). After students have started the program all courses are to be taken at Mills.

Core Courses

(a minimum of 41 semester course credits)

The required core courses are central to the degree and cannot be substituted from outside programs.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 209</td>
<td>Economics for Managers ¹</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 214</td>
<td>Financial Accounting ¹</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 215</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 216</td>
<td>Corporate Finance I</td>
<td>3</td>
</tr>
</tbody>
</table>

¹ Courses must be taken within the first three (3) semesters of the program.
Mills College Catalog 2018-19 243

Joint MPP/MBA

The joint master’s degree in public policy and business administration (MPP/MBA) at Mills College provides students with skills in leadership, management, analysis, and development of innovative policies and strategies. Graduates of this degree program assume positions of influence spanning business, government, and nonprofit organizations. This single MPP/MBA degree responds to evolving demands for professionals with cross-sector competencies who are trained in leadership, management, analysis, advocacy, electoral politics, and skills to solve social challenges with innovative policies and strategies. Our graduates possessing these well-rounded skill-sets are in high demand across various sectors including government, nonprofit organizations, social and business enterprises, community financial institutions, electoral politics, and leadership roles at the intersection of all sectors. Our streamlined joint MPP/MBA enables students to reduce the time invested in securing their graduate degree, without sacrificing academic quality, by tailoring requirements in each program to the needs of students interested in the nexus of public and private sectors.

Joint degree students take classes with MPP and MBA students and develop a broad network of peers in both the policy and business arenas. The joint MPP/MBA program at Mills is enriched by the co-location of the MPP and MBA programs in the Lorry I. Lokey School of Business and Public Policy building, a shared Career Services Office, and many student clubs and co-curricular opportunities that are available to all students in the MPP and MBA programs.

Program Goals:

• Develop knowledge, skills, and dispositions to enact ethical and socially accountable leadership and decision-making
• Hone analytic skills relevant to problem-identification, problem solving, decision-making, and implementation in the business and policymaking arenas
• Develop understanding of how manage organizations for effective performance
• Acquire the knowledge and skills necessary to operate within a political system and understand political context of decision-making in the public and private sectors
• Gain solid foundation in economic theory and its application to policy and business contexts
• Develop knowledge and skills to be able to work across sectors (non-profit, government, and for-profit) and understand intersectoral relationships
• Hone interpersonal and teamwork skills for working in a diverse environment
• Develop written and oral communication skills for the professional environment

Requirements

To receive a joint MPP/MBA degree, students must complete a total of 23 courses for a minimum of 69 semester course credits. This program is designed as a full-time three-year program, but students have flexibility to complete the program more quickly, by taking more than four courses during regular semesters and/or taking January and summer courses. Students can also take courses on a part-time basis to balance school with work and other outside commitments.

Approved Electives

(a minimum of 15 semester course credits)

Students must take a total of 15 semester course credits in electives at Mills; 6 credits from MBA offerings and at least 9 credits from education course work. Students will select electives based on their interests and professional goals in consultation with their advisors.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 223</td>
<td>Digital Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 224</td>
<td>Persuasive Communications</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 227</td>
<td>Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 228</td>
<td>Governmental Accounting and Nonprofit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 247</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 249</td>
<td>Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 270</td>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 271</td>
<td>Funding Social Impact</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 274</td>
<td>Innovation in Business, Social, and Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Organizations</td>
<td></td>
</tr>
<tr>
<td>MGMT 275</td>
<td>Social Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 278</td>
<td>Social Impact Consulting</td>
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Educational Leadership Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 230</td>
<td>History of Education in the United States</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 276</td>
<td>Leadership and Administration in Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 280</td>
<td>Special Topics in Education</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 424</td>
<td>Educational Program Evaluation</td>
<td>4</td>
</tr>
</tbody>
</table>

Related Programs

Master's Degrees

MBA (p. 219)
One-Year MBA (p. 220)
Master of Management (p. 221)

Joint Degrees

Joint MPP/MBA (p. 224)
Joint MBA/MA in Educational Leadership (p. 222)

Accelerated Degrees

BA/MBA (p. 101)
BA/MM (p. 102)
BA/Joint MPP/MBA (p. 103)
Fast Track Business Degrees for UC Berkeley Students (p. 225)
### Joint MPP/MBA

**Course Title Hours**

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL 210</td>
<td>Public Policy and Economic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 241</td>
<td>Law and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 263</td>
<td>Quantitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 209</td>
<td>Economics for Managers</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 200</td>
<td>Methods of Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 228</td>
<td>Management Information Systems</td>
<td>3-3</td>
</tr>
<tr>
<td>MGMT 214</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>One elective</td>
<td></td>
<td>3-4</td>
</tr>
</tbody>
</table>

Total Hours 24-25

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PPOL 220</td>
<td>Organizational Efficacy</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 215</td>
<td>Corporate Finance I</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 230</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 221</td>
<td>Political Efficacy</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 215</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 279</td>
<td>Applied Economic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 244</td>
<td>Leadership and Ethics or Ethical Reasoning</td>
<td>3-4</td>
</tr>
<tr>
<td>or PPOL 217</td>
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<td></td>
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</table>

One elective 3-4

Total Hours 24-25

#### Third Year

<table>
<thead>
<tr>
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<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL 230</td>
<td>Integrative Core I: Application/Integration of Policy Analysis Frameworks</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 227</td>
<td>Local and Community Policy Making, Planning, and Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 232</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>PPOL 231</td>
<td>Integrative Core II: Application/Integration of Policy Analysis Frameworks</td>
<td>3</td>
</tr>
<tr>
<td>MGMT / PPOL 292</td>
<td>Business, Policy, and Society</td>
<td>3-4</td>
</tr>
<tr>
<td>Two electives</td>
<td></td>
<td>6-8</td>
</tr>
</tbody>
</table>

Total Hours 21-24

---

**Electives**

Minimum of 12 semester course credits

Students choose at least four electives, two from each program area, for a total of at least 12 elective course credits. Students work with their advisors to choose electives that enhance the students' depth of knowledge in a particular methodological or substantive area. Students interested in taking electives outside of the Business Administration or Public Policy departments (including courses taken through cross-registration) should consult with their advisors and receive prior approval from both program directors.

Students should be aware that some electives have prerequisites and can only be taken after those are fulfilled. Advisers can provide guidance as to the most appropriate timing for particular electives.

**Flexible Options for Students with Prior Course Work**

We will review past course work to determine whether a joint MPP/MBA candidate has met certain program foundation requirements, reducing the number of courses required for the degree. Previous course work may be accepted from other institutions prior to enrollment with permission of the Program Directors if they were taken within five (5) years prior to the date of entrance into the program with a grade of B or better.

**Programs**

MPP/MBA (p. 224)

MPP/MBA Accelerated Degree (p. 103)
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 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 achieve those goals; and help the student see the relationship between educational goals and longer-range personal and career goals.

Upon enrolling, a student is assigned a departmental advisor. The advisor will help plan the student’s program, choose courses, and offer support and suggestions in career goal decisions.

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

Student Records on the Web

The Mills Resource Portal (http://janis.mills.edu/portal/page/portal/General), accessed from the Mills website, provides a link to myMILLS where students can register, and access their general student information, schedule of classes, academic transcript, transfer credit report, grades, student account, financial aid information, and graduation status. Students can also update their mailing and email addresses and other personal information through myMILLS.
A nonrefundable $45 Thesis Binding Fee will be charged to the student’s account.

Doctoral candidates are required to complete 80 semester course credits toward the EdD as well as the dissertation. Upon completing 80 semester course credits, students who need additional time to complete the dissertation must petition for “Dissertation In Progress” status (see In Progress Status).

Dissertation in-progress status (dissertation only) for doctoral students signifies that you have completed the required 80 semester course credits toward the doctoral degree and have successfully completed the proposal hearing for the dissertation. Students are permitted a maximum of six semesters of dissertation in progress status. Students will remain on in-progress status every semester after completion of course work until completion of the dissertation. The maximum time allowable to complete the EdD, including the time for “In Progress” status is eight years. Extensions may be granted, under exceptional circumstances, with permission from the dean of the School of Education. The fee for registering for in-progress status is $625 per semester.

Courses Outside Degree Field

As a liberal arts college, Mills encourages students, even at the graduate level, to take some courses in a related discipline but outside the degree field. These courses count toward the degree only with department approval.

Residency Requirement

A graduate degree at Mills, with the exception of the MBA and MPP, and the accelerated degree programs, requires full-time enrollment for a minimum of four semesters. The MBA and MPP require full-time enrollment for a minimum of two semesters. Degree candidates must be enrolled in course work leading to the degree, or enrolled as a continuing candidate “In Progress” in the semester in which the degree is awarded.

Part-time graduate study is considered on a case-by-case basis and must be approved in writing by the department. Students who are in attendance part time in any semester must enroll for five or more semesters before completing the degree with the exception of the MBA and MPP. If part-time study is approved, all policies and stipulations must be followed. Note: The MFA program in studio art and teacher credential programs do not permit part-time studies. No exceptions will be made.

A student may not receive a degree in a semester in which she/he is officially on a leave of absence.

Program Limits

The maximum period of time allowable to complete programs on the master’s level, with the exception of the M.A. in Education, is five years; for the doctoral level, three years following completion of course work and the qualifying exam, generally eight years total. The Master’s in Education with Emphasis in Teaching (MEET) Program allows for eight years maximum for the completion of the degree. Students in this program complete their credential course work first and then have up to five years in which to teach and gain experience before returning to complete the master’s degree.
Concurrent Enrollment in Two Graduate Programs at Mills

Concurrent enrollment in two graduate programs at Mills College is not allowed. Graduate program enrollment is offered to interested students sequentially. As a student reaches completion of their currently enrolled graduate program, they may apply to the next graduate program of their choosing. A maximum of 12 credits from the previous degree may be applied to the subsequent degree.

Transfer credit is credit completed at an outside institution. Mills credits are not considered transfer credit and are not included in transfer credit permitted by the program.

Transfer Credit Policy

Transfer credit is credit completed at an outside institution. Students who have attended another college or university as graduate students and have not applied the work done there to an advanced degree may have, with department approval, up to 6 semester course credits transferred toward a master’s degree at Mills. Up to 6 semester course credits of course work done at another college or university toward a master’s degree may be used toward the doctoral degree at Mills. An official transcript of such credits must be submitted at the time of admission. Transcripts are reviewed by the student’s department, which then authorizes the M Center to place the credits on the student’s record.

Credit earned at other institutions through the cross-registration program ([https://inside.mills.edu/student_services/registrar_and_records/cross_reg.php](https://inside.mills.edu/student_services/registrar_and_records/cross_reg.php)) is treated as transfer credit.

Transfer Credit Equivalents

Mills College follows the Carnegie semester credit system. As such, transfer credit from institutions not on the semester credit system must be converted upon transfer to Mills.

Cross-Registration

Graduate students must be enrolled at least part time at Mills to cross-register at another campus. One cross-registration course may be taken per semester. Information regarding cross-registration is available online and in the M Center.

Transfer Credit and Cross-Registration for Graduate Programs

Departmental approval of all graduate transfer credit and graduate cross-registration credit is required.

Refer to the individual program’s webpage for transfer and cross-registration credit limits.

Extension Credit

Mills College extension courses are non-degree applicable courses that are sponsored by an academic department and are transcribed by the Office of the Registrar. Extension credit may be useful in maintaining certification or licensure. They may also document a student’s continuing professional education for an employer, association, or credentialing agency. Under no circumstances will extension credit be applied to a Mills degree.

Student Status

Full-time Status

Graduate students must be enrolled in 9 semester course credits for full time status.

In Progress Status

Graduate students who are not enrolled in courses but who are working on their thesis, dissertation or comprehensive exam must file for ‘In Progress’ status.

Students must submit a Petition for Candidacy to the M Center the semester before their anticipated semester of graduation.

Master’s Degree Students

A one time fee for ‘In Progress’ status for master’s degree students is charged to the student’s account.

Students who are “In-Progress” may not register for courses nor take a leave of absence.

Students have a maximum of three years to complete the thesis or the comprehensive exam. Students who do not complete the thesis or comprehensive exam within the required time will become “Candidacy Lapsed” and must apply for readmission through Graduate Admission. An IP reinstatement fee is charged to the student’s account.

Master’s degree students with In-Progress status are not considered enrolled students at Mills and are reported as such to the National Student Clearinghouse.

International MEET students

- are allowed up to five years (10 semesters) of IP status; and,
- are registered in a “Continued Practical Training” course (0 credit, “P/NP”) each semester. This course, used by the advisor to track the student’s progress, requires a “Pass” (“P”) each semester to remain in the program.

Doctoral Degree Students

A fee for ‘In Progress’ status for doctoral students is charged to the student’s account each semester in “In Progress” status.

Doctoral candidates are required to complete 80 semester course credits toward the EdD as well as the dissertation. Upon completing 80 semester course credits, students who need additional time to complete the dissertation must petition for “Dissertation In Progress” status.

Dissertation in-progress status (dissertation only) for doctoral students signifies that you have completed the required 80 semester course credits toward the doctoral degree and that you have successfully completed the proposal hearing for the dissertation. Students are permitted a maximum of six semesters of dissertation in-progress status. Students will remain on in-progress status every semester after completion of coursework until completion of the dissertation. The maximum time allowable to complete the EdD, including the time for “In Progress” status is eight years.

Students who do not complete the dissertation within the required time will become “Candidacy Lapsed” and must apply for readmission through Graduate Admission. An IP reinstatement fee is charged to the student’s account.
Students must submit a Petition for Candidacy to the M Center the semester before their anticipated semester of graduation.

Doctoral students that are “In-Progress” are considered enrolled half-time and reported as such to the National Student Clearinghouse.

Special Non-Degree Student Status
Students taking courses for credit can be considered non-matriculated for up to two terms; at that time, students must apply for formal admission to a specific program. Contact the Office of Graduate Admission for additional information.

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 Division of Student Life by emailing leaves@mills.edu. The leave of absence date is the date the student provides notification to the Division of Student Life of their intent to take a leave of absence from the College. An enrolled student who wishes to apply for a leave of absence or a withdrawal effective for the term in which the student is currently enrolled must file paperwork by the last day of instruction.

Students should contact the M Center to learn the financial ramifications of taking a leave of absence. (See Tuition and Fees Adjustment Policy (p. 258) and Return of Federal, State, and Institutional Financial Aid (p. 264).)

Students who wish to take college work elsewhere while on leave from Mills are advised to discuss this with their department, as limited transfer credit is available to graduate students. Upon completion of the courses, the student should request official transcripts to be mailed to Academic Records. These transcripts must be received by the end of the student’s first semester of return to Mills.

Students who wish to extend a leave of absence or return early from a leave of absence must contact the M Center.

If, after two years, the student does not return to Mills, a formal withdrawal must be filed with the M Center or the student will be considered as withdrawn without notifying the College (see Withdrawal).

International Students are not permitted to take a leave of absence and must consult with the International Student Advisor in the Division of Student Life regarding any breaks in attendance.

Leaves of absence are generally not granted in the Studio Art Program. In addition, students who have filed for "In Progress" status are not permitted to take a leave of absence.

Withdrawal
A student wishing to withdraw from the College should contact the Division of Student Life by emailing withdraw@mills.edu and are also encouraged to speak with an academic advisor. Students should contact the M Center to explore the financial ramifications of withdrawing from the College. (See Tuition and Fees Adjustment Policy (p. 258) and Return of Federal, State, and Institutional Financial Aid (p. 264).)

Administrative Withdrawal
Students not registered for courses by the Add Deadline, and who have not initiated a leave of absence or withdrawal with the Division of Student Life will be administratively withdrawn from the College. Those that have been administratively withdrawn are no longer considered students of the College. For two weeks after being administratively withdrawn, they will be allowed access to the Mills Portal (including myMills Resources), G Suite (including Mills email and drive), the Mills wireless network, and will be able to use Mills computers in the library. Access to Mills G Suite will continue for 45 days beyond that. Those that have been administratively withdrawn should contact Housing Management and Dining Services to learn how access to on-campus housing and meals is impacted.

They may petition the Academic Standing Committee to be reinstated as a student of the College. A $150.00 ASC processing fee will be charged to all students who are reinstated.

Candidacy Lapsed
Students who have not completed their thesis, comprehensive exam or dissertation at the end of their eligibility for “In Progress” status, will be considered as “Candidacy Lapsed” and will have a student status of "Candidacy Lapsed" ("CL") recorded. A grade of “NC” ("No Credit") will be entered for the thesis. If the student wishes to be reinstated in the program and finish the thesis, a readmission application and current readmission fee must be submitted to the Office of Graduate Admission. If readmitted, the student must then submit a Request for In Progress Status form to the M Center along with any related fees for the reinstatement of the "In Progress" status. The student will have an additional three semesters to complete the thesis.

Readmission
A student who has withdrawn, with or without notifying Mills, has been disqualified, or whose candidacy has lapsed and who wishes to return must contact the Office of Graduate Admission to request an application for readmission. A $50 readmission application fee must accompany the application. Students must contact the department in which they wish to re-enroll.

Students who initially enrolled in the master’s in education with an emphasis in teaching (MEET) may leave the College for up to five years after completing their credential and then return to the College to complete the master’s portion of their program in one additional year. MEET students must contact the Education Department about their plans to return and complete an Education-Returning MEET Application. There is no fee for students returning within five years. MEET students who do not return within five years and who then wish to complete the master’s portion of the program must apply for readmission through the Office of Graduate Admission, pay the $50 readmission fee, and will be required to complete the full two years for the master’s degree.

Grading
General Information
Graduate courses intended to count toward the degree must be taken for letter grades (A–F) only, with the exception of dissertation preparation courses for doctoral students, which may be graded “Pass/No Pass” (“P/NP”). Letter grades are recorded as A-, B-, B, B+, C, C-, D, D-, or F. Although all grades will be calculated in the GPA, only courses with a “C” grade or better will fulfill degree requirements.
(see Repeating a Course). Credits are not earned for grades of "C-" or lower. Graduate students may take PE courses for "Audit" ("AU") only.

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>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>D-</td>
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<tr>
<td>F</td>
<td>Failure</td>
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Other grades used to report student progress are:

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<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit (Not computed into GPA)</td>
<td>0</td>
</tr>
<tr>
<td>AW</td>
<td>Audit Withdrawal (registered as auditor, but failed to attend) (Not computed into GPA)</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (Not computed into GPA)</td>
<td>0</td>
</tr>
<tr>
<td>IE</td>
<td>Incomplete Extended (Not computed into GPA)</td>
<td>0</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit (Not computed into GPA)</td>
<td>0</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass (Not computed into GPA)</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass (minimum of C-work required) (Not computed into GPA)</td>
<td>0</td>
</tr>
<tr>
<td>PR</td>
<td>In Progress (thesis and special courses only) (Not computed into GPA)</td>
<td>0</td>
</tr>
<tr>
<td>RD</td>
<td>Report Delayed (faculty has not submitted a grade) (Not computed into GPA)</td>
<td>0</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial Withdrawal (registered, but failed to attend) (Not computed into GPA)</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Official Withdrawal (after eighth week of term) (Not computed into GPA)</td>
<td>0</td>
</tr>
</tbody>
</table>

Final grades 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 (GPA) of each student is obtained by dividing the number of grade points earned by the number of semester course credits carried. Master's and doctoral degree candidates and teaching credential candidates must achieve and maintain a cumulative GPA of 3.0 or higher. Students in the post-baccalaureate certificate programs, and special, non-degree graduate students must maintain a GPA of 2.75 or higher. Grades for transferred courses are not calculated into the GPA, with the exception of grades for courses taken through cross-registration.

In Progress Grades

The temporary notation of "PR" ("In Progress") indicates a course in progress. The "PR" grade is used only for thesis courses and other specifically designated courses in the School of Education that, by the nature of the course work involved, cannot be graded at the end of a given term. In the case of a "PR" grade for the thesis, students who do not complete their thesis during their period of candidacy will have the "PR" grade changed to an "NC" ("No Credit").

A student enrolled in the Master's Degree in Education with an Emphasis in Teaching (MET) Program may receive a notation of "PR" in two instances, one related to completion of student teaching fieldwork required for a teaching credential and the other is completion of the final research paper required for the master's degree. In the case of a "PR" grade for student teaching, students who do not make adequate progress each term or complete their student teaching fieldwork assignment within three years of their initial enrollment in any of the School of Education's teacher credential programs will have the "PR" grade changed to an "NC" ("No Credit"). In the case of a "PR" grade for the final MEET research paper, students who do not complete their final MEET research paper within three years of beginning their post-teaching credential work will have the "PR" grade changed to an "NC" ("No Credit").

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 (https://www.mills.edu/academics/academic-calendar.php). Students are accountable for any work missed by absence from classes.

Instructor Drops

Instructors may, at their discretion, drop a student from a class due to non-attendance at the first class meeting.

Examinations and Assignments

Faculty members establish the requirements and the nature of academic exercises and examinations. Examinations must be turned in at the scheduled completion time, and it is expected that all examinations and manuscripts represent the student's individual work. 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
- a scheduled examination—the class meeting time determines the time at which the examination is scheduled (see Final Examination Schedule (https://inside.mills.edu/administration/provosts_office/final_exam_schedule.php))
Final examinations must be completed during the days designated as the final examination period on the Academic Calendar (https://www.mills.edu/academics/academic-calendar.php).

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 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 reasons beyond the student's control, at the discretion of the instructor. In such cases, students may submit an Incomplete Grade Request/Report form for the course. The course will be graded "I" until the examination has been taken, which must occur by the end of the following semester, excluding Summer and January terms. (see Incomplete Work).

**Incomplete Work**

When, for reasons beyond her/his control, a student is unable to complete the final portion of her/his work in a course, she/he may request to receive the temporary grade of "Incomplete" ("I"). When the outstanding work is submitted, the instructor will grade the work and the final grade will be recorded by the registrar with a notation of "Incomplete Grade Removed," which will appear on the student's transcript.

For a student to receive an "Incomplete," she/he must obtain an Incomplete Grade Request/Report form and file it with the appropriate information and signatures. The form documents the percentage of work completed, the grade for this work, the work remaining to be completed, and the date by which the remaining work is due. This form must be filed to Academic Records by the last day of instruction. In the case of a student's inability to take the final examination, a late Incomplete Grade Request/Report form, with documentation, may be submitted by the end of the final examination period. Without this form filed in the M Center, the instructor is required to assign a letter grade. A student applying for an "Incomplete" should refer to the Academic Standing section (p. 250) of this catalog to determine how the "Incomplete" will affect her/his academic standing.

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 two-thirds of the course work.

The student must complete the remaining work no later than the last day of instruction of the following semester, or the date agreed upon with the instructor, whichever is earlier, whether or not she/he is enrolled at Mills. 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 in myMILLS via the Mills Resource Portal (http://portal.mills.edu). Grade reports are mailed upon written request of the student. Grade reports are not sent to the parents of students. Students who have not fulfilled their financial or other obligations to the College will not be able to access their grades until the obligations are met.

**Grade Appeal Procedure**

Any appeal of a grade must be undertaken before the end of the following semester or, in the case of graduating students, 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 an 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 and dean of the faculty, who will make a final disposition of the appeal.

**Repeating a Course**

Students may repeat any course in which they receive a grade of "C-" or lower one time. Although the first grade remains on the record, the second grade is also recorded and calculated into the GPA. Credits are not earned for grades of "C-" or lower although the grade is calculated into the GPA. Students who have received a grade of "C" or higher in a course are not allowed a reexamination therein, nor may they repeat the course. (Certain graduate-level courses may be repeated for credit, as noted in the course description in the catalog.)

**Unsatisfactory Performance**

If a student's work is unsatisfactory, an early academic warning may be sent to the student via email by the instructor during the semester. A copy of this early academic warning is sent to the Division of Student Life and to the student's advisor, who confers with the student regarding improvement of her/his studies.

**Academic Standing**

**General Information**

Students' academic progress is reviewed by the Academic Standing Committee (ASC) each semester to determine their academic standing as defined below. The ASC will examine students' academic records based solely on Mills academic work and cross-registration courses. Consideration does not include transfer course work.

Individual graduate programs may establish and administer more stringent requirements governing probation and dismissal in a specific program. Failure to achieve the required level of academic proficiency within the specified time period will lead to automatic dismissal.

**Satisfactory Academic Standing**

Satisfactory academic progress is defined as:
• minimum cumulative GPA of 3.0 (2.75 for post-baccalaureate certificate students, and special, non-degree graduate students)
• minimum term GPA of 3.0

Warning
Students in all programs except post-baccalaureate certificate are issued a warning letter if their cumulative GPA is at least 3.0 but term GPA is below 3.0 and show normal progress toward the degree.

Post-baccalaureate certificate students are issued a warning letter if their cumulative GPA is at least 3.0 (2.75 in their first semester) but term GPA is below 3.0 (2.75 in their first semester) and show normal progress toward the degree.

Students with "Incomplete" grades will be issued a warning until the "Incomplete" grades are resolved and a true GPA can be known. A student's academic standing may change as a result of the incomplete work being graded.

Probation
Students in all programs except post-baccalaureate certificate may be placed on probation if:

• their cumulative GPA is lower than 3.0; or
• their cumulative GPA is at least 3.0 but their term GPA is lower than 3.0; or
• normal progress toward the degree is not present.

Post-baccalaureate certificate students may be placed on probation if:

• their cumulative GPA is lower than 3.0 (2.75 in their first semester); or
• after their first semester, their cumulative GPA is at least 3.0 but their term GPA is lower than 3.0; or
• normal progress toward the degree is not present.

Students who are placed on probation will have the permanent notation of "Probation" placed on their transcript for the specific semester in which their academic standing was not satisfactory.

Removal from Probation
Students placed on probation are required to achieve a term and cumulative GPA of 3.0 or higher for the subsequent semester to be removed from probation.

Students on probation who take a leave of absence will be considered as on continued probation.

Disqualification
All students who have been placed on probation, either on entry or after their first semester in attendance, and whose progress for the following term meets the definition of probation (above) are subject to academic disqualification (dismissal). Individual graduate programs may establish and administer more stringent requirements governing probation and disqualification in a specific program. Failure to achieve the program’s required level of academic proficiency within the specified time period will lead to automatic dismissal.

Appeal of Disqualification
Students who are academically disqualified (dismissed) 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 (ASC) with an explanation of the circumstances which led to their poor academic performance. Letters of support from two faculty members who have worked with the student are also required. Appeals must be received no later than the deadline for the first ASC meeting of the semester immediately following the disqualification.

Academic Standing Committee (ASC)
Students who wish to request an exception to academic policy or procedure must petition the ASC, which meets each week during the Fall and Spring terms. Completed petitions, supporting documentation, etc., must be delivered to the M Center two business days before the next scheduled meeting. Students should not petition a member of the ASC directly. Students should not assume that an exception will be approved and are advised to continue with their current program in the meantime. Students wishing to appeal a grade should not petition the ASC (see Grade Appeal Procedure (p. 248)).

For more information, including the ASC meeting schedule, contact the M Center. Petitions to the ASC are available online (https://inside.mills.edu/student_services/registrar_and_records/forms.php) and in the M Center.

Student Misconduct and Expulsion
The College may suspend or expel any student for any of the following reasons:

• lack of cooperation in maintaining the ideals and standards of the College or failure to profit by its purposes and policies
• conduct contrary to the standards, rules, and regulations applicable to students which are established from time to time by the College, student government, and faculty
• conduct of any nature that endangers the health or safety of the student or any other person

Cases involving misconduct are customarily heard by the student Judicial Board established by the Associated Students of Mills College (ASMC) Constitution. Such cases are subject to the specific procedures established from time to time by the ASMC Constitution, unless the College exercises its right to decide the case as described below.

The College reserves its right at all times to suspend or expel a student, whether or not the Judicial Board has acted in the matter, provided that the student be given:

• written notice explaining the nature of the charge;
• an opportunity to respond in person to the official or committee making the recommendation to suspend or expel; and
• a written decision explaining the reasons for any action taken.
In addition, the College may suspend any student on an interim basis of no more than 10 class days without notice of any other procedure in the event of conduct involving an imminent threat to the health or safety of the student or any other person. The president of the College may delegate the investigation or hearing of any disciplinary case to a committee appointed by the president to provide the procedural rights noted above.

The College is not obligated to afford any procedural rights or remedies to students in cases involving misconduct that result in a decision to suspend or expel, except the procedures outlined above, including the Tuition and Fees Adjustment Policy (p. 258) and Return of Federal, State, and Institutional Financial Aid (p. 264).

Graduation

Petition for Candidacy

All degree candidates must submit a Petition for Candidacy (https://inside.mills.edu/student_services/Registrar_and_Records/petition_for_candidacy_writeable.pdf) to the M Center. The petition must be approved and filed before the candidate's final semester at Mills (see Academic Calendar for deadlines). The Petition for Candidacy form (https://inside.mills.edu/student_services/Registrar_and_Records/petition_for_candidacy_writeable.pdf) is available online and in the M Center.

Comprehensive Examination

Comprehensive examinations must be completed and grades submitted before a student will be allowed to graduate.

Thesis or Dissertation

Dissertations and these are now electronically submitted. Once the dissertation or thesis has been approved and signed by the dissertation chair or the thesis director and the committee members, please make an appointment with a reference librarian or attend an upload group session to electronically upload them. Reference librarians can be reached at 510.430.2385 or library@mills.edu. Please bring your fully signed (except by the Provost) coversheets. The Provost will sign dissertations and theses at the library.

For all other theses, two copies of the approved thesis must be filed with the library approximately one week prior to the end of instruction for the term in which the student intends to graduate. Refer to the Academic Calendar for deadlines. These approved copies must be signed by the thesis director or dissertation chair and the committee members. The provost will sign theses at the library.

A nonrefundable $45 Thesis Binding Fee will be charged to the students’ account.

If the type B thesis (a creative work in the fine arts, interdisciplinary computer science, or creative writing) is of such a nature that it cannot be duplicated, the original work will become the property of the College and will be deposited in the library. If the creator of a type B thesis intends to copyright the thesis, the College retains a nonexclusive copyright interest.

No student will be permitted to graduate until the thesis or dissertation is turned in and a passing grade for the thesis submitted. Doctoral dissertations must be successfully defended in order for doctoral candidates to be eligible to participate in the Commencement ceremony.

Dates for Conferral of Degree

Mills College confers degrees three times per year. Students who complete all requirements for the 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 Commencement. Students who complete all requirements in the summer will have a graduation date of September 1.

Master’s degree and Doctoral candidates who have completed all of their course work except the thesis or dissertation must apply for “In Progress” status and pay any associated “In Progress” fees (see In Progress Status (p. 246)).

Commencement

The Commencement ceremony, which takes place each May, includes the formal conferral of the degree for students who have completed all requirements in the previous summer term, previous fall semester, or spring semester. For MA, MFA, MBA, and MPP candidates, this includes completion of all formal course work including the thesis, graduate research project, or comprehensive examination. For doctoral candidates, this includes completion of all formal course work, the defense of their dissertation, and the Diploma Release Form from the School of Education. For certificate candidates, this includes the completion of all course work. The conferral of the degree is signified by the awarding of the doctoral or master’s hood, if applicable, and the symbolic presentation of the diploma or certificate. Actual diplomas are mailed to graduates who have cleared their student accounts and all holds.

Formal academic regalia are required of all students participating in the graduation ceremonies.

Diplomas

Diplomas for students who have completed their requirements in the summer are mailed in October. Diplomas for students who have completed their requirements in the fall are mailed in February. Diplomas for spring graduates are mailed in late June. The diploma bears the degree, the area of study, and the date of the student’s actual graduation. The MBA, MM, MPP, and MBAMPP bears only the degree and date of graduation.

Diplomas will not be released under certain conditions:

- If a student is in financial default, the College may withhold her/his diploma until all financial obligations are met.
- If a student has any “Incomplete” or “In Progress” grades or has any missing grades, the diploma will be held until the incomplete courses are completed and graded or the missing grades have been submitted.
- If a student attended another institution through cross-registration during the final semester, the diploma will be held until an official transcript from the institution is received and reviewed and credit is granted.
- Diplomas for doctoral students will be released only upon receipt of a Diploma Release form in the M Center from the School of Education.
Transcripts and Enrollment Verification

Transcripts

The official Mills College transcript includes all levels of academic work completed at Mills, including undergraduate and graduate. All transcripts come in individually sealed envelopes, unless otherwise specified. Mills does not currently submit official transcripts electronically (escripts). Transcript requests are not processed if the student has an outstanding obligation to the College, financial or otherwise. We cannot accept phone or email requests.

For the fastest service, Mills College has authorized National Student Clearinghouse to provide online transcript ordering. The service allows payment with any major credit card or debit card with a credit card logo.

Transcripts may be ordered online via the Mills Portal (http://janis.mills.edu/portal/page/portal/General) or by going directly to the National Student Clearinghouse secure site (https://secure.studentclearinghouse.org/tsorder/faces/TranscriptOrder?_afrLoop=1472140627376139&_afrWindowMode=0&_afrWindowId=null).

If you do not have a credit card, please submit a completed Transcript Request form or a written request with payment in the form of check, cash, or money order to the M Center. Checks are made payable to Mills College.

We cannot accept faxed Transcript Request forms because requests cannot be processed without payment.

Written requests are submitted to the M Center and should include the following information:

- Your current name
- Name used while in attendance
- Social Security Number or Mills student ID number
- Dates of attendance
- Date of birth
- Number of copies
- Contact name and complete address of recipient(s)
- Your current mailing address and phone number
- Check or money order made payable to Mills College
- Your signature

Fees

- Transcript fee is $10 per copy.
- Rush delivery fee is an additional $25 per recipient.

Service

- Standard service—please allow five business days upon receipt for processing.
- Rush and rush international service requests are processed within 24 hours upon receipt and sent via overnight mail. Rush service may also be requested in person at the M Center.

Degree and Enrollment Verification

Online Enrollment Verification

There are two ways to obtain enrollment verification:

1. By submitting a request online through the portal or by paper for verifications to be mailed, picked up, or faxed;
2. By printing on demand via self-service through the student portal.

Requests can be made to include GPA.

Enrollment verification requests can be mailed, faxed, or held for pick up at the M Center. Students may request enrollment verification, at no charge, via myMILLS, through the Mills Portal by clicking on the “Enrollment Verifications and Loan Information” link in the main menu. Enrollment verification includes the following information:

- Current enrollment status: full time or part time
- Explanation of full-time status, including Mills semester course credits to semester units conversion
- Term beginning and end dates by term(s) requested
- Number of credits enrolled for term(s) requested
- Degree(s) status (awarded or pending)
- Expected graduation date and term
- Field of study (major)
- GPA (upon request)

Students who have a supplemental form(s) to be completed as part of the enrollment verification may bring the form(s) to the M Center and submit a paper request in person by completing the Enrollment Verification Request form, available in the M Center. Enrollment verification that does not require additional forms can be requested online via myMILLS.

Student Self-Service enables Mills College students, via the National Student Clearinghouse, to print official enrollment verification certifications on demand via myMILLS in the Mills Portal, at no charge. Mills College has authorized the National Student Clearinghouse to provide this service for its students. Enrollment verification certifications through the National Student Clearinghouse include the following information:

- Current and past enrollment status: full time or part time
- Current and past terms attended, including term beginning and end dates
- Expected graduation date and term

Degree Verification

Mills College has authorized the National Student Clearinghouse to provide degree verification at www.degreeverify.org (http://www.degreeverify.org). A nominal fee applies when degree verification can be confirmed.

Degree verification certifications include the following information:
Transcripts and Enrollment Verification

- Name on school's records
- Date awarded
- Degree title
- Official name of school: Mills College
- Major course(s) of study

Third Party Requests

Students who receive requests from a third party for degree or enrollment verification may refer them to:

National Student Clearinghouse
www.studentclearinghouse.org (http://www.studentclearinghouse.org)
Phone: 703.742.4200 Fax: 703.742.4239
Email: service@studentclearinghouse.org
Mail: 2300 Dulles Station Boulevard, Suite 300
Herndon, VA 20171

Contact the M Center for more information.
Carnegie Hall Room 101
510.430.2000
mcenter@mills.edu (service@studentclearinghouse.org)
Applying for Admission

Admission Requirements
Admission to graduate study at Mills is contingent upon the completion of a bachelor’s degree from an accredited college or university. US institutions must be accredited by one of the six regional accreditation associations listed at the Council for Higher Education Accreditation website (http://www.chea.org/4DCGI/cms/print.html?Action=CMSS_Document&DocID=197&MenuKey=main). The criteria used for admission decisions vary according to each program. They reflect an evaluation of the applicant’s potential for graduate work.

Mills does not discriminate in its graduate admission policy on the basis of race, color, marital status, age, religious creed, national origin, ancestry, sex, sexual orientation, or disability, but reserves the right to refuse admission to anyone on the basis of previous academic record, letter of recommendation, or, in the case of the fine arts areas, auditions, portfolios, manuscripts, or other works submitted.

Standardized Test Scores
Most graduate programs at Mills do not require GRE or other standardized test scores. Applicants should review the program-specific section(s) of this catalog and the website for program application requirements.

For those taking the GRE or SAT, Mills College’s code is 004485 and a department does not need to be specified. For those taking the ACT, Mills College’s code is 0332. For those taking the GMAT, Mills College’s code is 4485.

Application Deadlines
Fall: Please refer to Graduate Admissions (https://www.mills.edu/admission-aid/graduate-admissions/how-to-apply-mills-graduate-programs) for application deadline details.

Spring: October 15 priority deadline for receipt of spring admission applications.

Many of our programs do not accept applications for spring admission. Please contact the Office of Admissions for current information.

Application Fees
Applicants are required to pay a $50 nonrefundable application fee via credit card, personal check, or money order. Cash is accepted if submitted in person to the Office of Admissions.

Special Status/Non-Degree Applicants
Prospective students who possess a baccalaureate degree from an accredited college or university and who wish to enroll in graduate classes for credit but not a degree program must submit one official transcript confirming the baccalaureate degree and one letter of recommendation in addition to completing an abbreviated application for admission available through the Office of Admissions. If approved, students can be considered non-matriculated for up to two terms, maximum of 8 units. At that time, students must apply for formal admission to a specific program. Demonstrate the need for continued status as non-matriculated students; audit courses for no credit, or withdraw. Special non-degree students are not eligible for institutional or Federal aid.

Application Forms and Materials
A link to the online graduate admission application (https://admissions.mills.edu/apply) is available on each program’s application webpage as well as the Apply section of the Mills College website.

All applications and supporting materials submitted to the Office of Admissions are the property of Mills College and cannot be returned to the applicant for later use.

Transcripts
Transcripts must be sent in sealed envelopes directly from the sending institution, sent electronically directly from the institution, or through a verified e-transcript service. One (1) official transcript from a students’ bachelor’s degree receiving institution is required. Unofficial transcripts for all credited course work toward receipt of bachelor’s degree, including courses taken at community college, are required. Students applying to an Ed.D. program must submit official transcripts from the master’s degree receiving institution.

Please note: Current Mills students and Mills alumnae/i may submit unofficial copies of their Mills College transcripts and transfer of credit reports (if applicable) from the Mills student portal in lieu of an official transcript.

Applicants who are still completing their degree should send official transcripts showing all completed and in-progress academic work. Upon completion of bachelor’s degree, accepted applicants must also send one (1) official transcript confirming the awarded degree and degree received date in order to be eligible for enrollment.

Applicants who hold a bachelor’s degree from outside the US should reference the International transcript guidelines (p. 256) in this catalog.

Recommendations
Letters of recommendation are required for all programs. Please see the program webpage for specific recommendation requirements. The Office of Admissions strongly recommends applicants contact recommenders as early in the application process as possible.

Applicants should supply the email addresses of their recommenders via the online application. By doing this, recommenders are emailed links to an online recommendation form for electronic submission. Recommendation forms (https://inside.mills.edu/admission/graduate/ReferenceForm.pdf) may also be downloaded as PDF documents from the program’s application webpage and sent directly to the Office of Admissions via postal mail or e-mail. If sent via email, the recommender must use a professional email address.

Other Application Materials
Applicants may submit the online application prior to other materials (such as transcripts or recommendations) being received by Mills. Applications will not be considered complete until all supporting materials have arrived. Faxed and photocopied materials are not official and will not be accepted. Please note that during peak application times, it may take 3-5 business days to process receipt of materials.

Applicants should consult the program-specific section(s) on the Mills College website for program application requirements, such as art portfolios, writing samples, or standardized test scores.
Application Process

1. Upon submitting an application, the applicant will receive an email from the Office of Admissions confirming receipt of the application and confirming submitted and missing materials.

   Applicants may check the status of their application materials using their application status page (https://admissions.mills.edu/account/login?r=https%3a%2f%2fadmissions.mills.edu%2fapply%2fstatus). This page allows the applicant to view missing application materials and upload certain documents for their application.

2. Once an application is complete, it is forwarded to the program for review.

3. Departmental admission committees vary in length of time for review. Some programs invite applicants to interview as part of the review process. Applicants will be notified of any additional materials or meetings required for an admission decision.

4. Applicants are notified of the admission decision via an email instructing them to login to their status page to receive their decision. Graduate aid information is included in this decision letter, if awarded. To be considered for federal financial aid, applicants should submit the FAFSA.

5. In order to ensure a place in a program, admitted students must submit a $300 nonrefundable enrollment deposit.

6. Deposited students receive an email confirming that the Office of Admissions has received their deposit.

Application materials are maintained for three years. Students seeking reapplication must contact the Office of Admission by posted deadlines to be considered for admission to the upcoming term.

Financial Aid

Please see the Financial Aid (p. 264) section for more information.

Accepted Students

Concurrent Enrollment Policy

Concurrent enrollment in two graduate programs at Mills College is not allowed. Graduate program enrollment is offered to interested students sequentially. As a student reaches completion of their currently enrolled graduate program, they may apply to the next graduate program of their choosing. Application materials are maintained by the Office of Admission for three years and may be used for application to the new program.

Deposit Policy

Mills College requires a $300 nonrefundable tuition deposit for all programs. This deposit is applied toward the new student’s first-semester tuition.

The deposit may be paid via credit card, money order, or check be sent to the Office of Admissions. Cash deposits are accepted if paid in person at the Office of Admissions.

Deferment Policy

An applicant accepted into a Mills graduate program may request to delay their studies and defer admission for up to two semesters with written approval from the department. In addition to the enrollment deposit referenced above, an additional $150 deposit is required to hold the applicant’s space in the program for a future term. After two semesters, the applicant must reapply to the academic program of their choice through the Office of Admissions.

Please note that any financial aid funding offered does not carry over from the original semester it was awarded, if a student chooses to defer. Deferred accepted students must reapply for any departmental assistantships, scholarships, and/or governmental financial aid.

Readmission Process

If a student is enrolled in a graduate academic program at Mills College and then withdraws, they have up to two years to reactivate her/his status. Within that time frame, their is required to fill out the abbreviated Application for Readmission (https://inside.mills.edu/student_services/registrar_and_records/application_for_readmission.pdf) and submit it to the M Center. Students seeking to reactive their status beyond the two year deadline, must submit a new application with supporting materials to the Office of Admissions.

International Students

Admission

Mills College is authorized under federal law to enroll nonimmigrant students and encourages applications from graduates of colleges and universities abroad that have the equivalent of a regionally accredited four-year US bachelor’s degree, and international students who have graduated from US universities. Admission of international students is highly competitive and is based on a close examination of a variety of credentials.

International applicants must submit the same application materials as domestic applicants as well as provide proof of English language proficiency, and meet the requirements found in the Certification of Finances. Please refer to Graduate Admissions for application requirements and deadlines.

Transcripts

Mills College requires all applicants who hold a bachelor’s degree from outside of the US to submit an official transcript evaluation from a member organization of the National Association of Credential Evaluation Services (NACES (http://www.naces.org/members.htm)). The official transcript evaluation should be a course-by-course evaluation, which assesses whether a student’s undergraduate degree is equivalent to a US bachelor’s degree, the student’s undergraduate grade point average (GPA), and the classes the student received in all courses taken towards completion of the bachelor’s degree. Students also have the option of sending us a general transcript evaluation, which only assesses equivalency to a US bachelor’s degree, as long as the evaluation is also accompanied by an official transcript sent to us directly from their institution and a certified translation of the official transcript if it is not originally in English. The Office of Admissions advises students to request transcript evaluations as early as possible in the application process.

Proof of English Language Proficiency

Non-native English speakers or students who have been in a non-English speaking culture for three or more years must show proof of English language proficiency. Mills College accepts the Test of English as a Foreign Language (TOEFL), the International English Language
Testing System (IELTS), the Duolingo English Test (DET), the English Language School (ELS) Certificate, or the Education First (EF) level C21 completion certificate to satisfy the language proficiency requirement.

Mills College accepts certain conditions to fulfill the English Language Proficiency Requirement:

1. Minimum TOEFL score of 550 on the paper-based test (600 minimum for English programs), or 80 IBT (100 minimum for English programs)
2. Minimum iELTS score of 6.5 (7.0 minimum for English programs)
3. English Language School (ELS) Certificate for Level 112
4. Minimum DET of 60% (70% minimum for English programs)
5. Bachelor’s degrees from an accredited university of college located in the US, Canada, Australia, New Zealand, or Great Britain.
6. Minimum of one year of recent US college or university attendance

More information about the exams are available online at the ETS website (https://www.ets.org/toefl), the IELTS website (https://www.ielts.org), the DET website (https://englishtest.duolingo.com), and the ELS website (https://www.els.edu).

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 they need additional help in English, they may have to obtain the services of a tutor at their own expense.

Certification of Finances

The Certificate of Finances (https://inside.mills.edu/admission/graduatedocuments/Certificate-of-Finances-Form.pdf) form and official supporting bank documents must be submitted prior to enrollment. Per US government regulations, an international applicant should have sufficient funds for two years of tuition, fees, and living expenses in the United States. Original documents may be mailed or emailed to Mills College’s Office of Graduate Admissions as scanned copies. Faxes are not accepted. International applicants should be aware that financial assistance is very limited. Even applicants who receive financial aid must be prepared to contribute significantly to the cost of their education. Failure to pay outstanding fees prevents students from registering for classes and endangers their valid nonimmigrant student status.

US government regulations prohibit students with an F-1 student visa from off-campus employment, unless 1) the student receives advanced approval from United States Citizenship and Immigration Services (USCIS) for Optional Practical Training (OPT), or 2) employment is an integral part of the established curriculum, which would qualify students for Curricular Practical Training (CPT). Some academic departments are also able to offer graduate assistantships to international students, and there are also opportunities for on-campus employment, though limited. However, international students should not rely on employment, either on or off campus, as the primary means of financing their graduate education.

Conditional Admission

Conditional admission may be granted to students who have met the program academic requirements but have not yet satisfied the English language proficiency requirement. Students admitted under conditional admission must enroll in an English for Academic Programs course at an ELS Language Center and complete the ELS Level 112 Certificate, or meet the minimum TOEFL, IELTS, or DET requirements for their program prior to enrolling at Mills. Conditional admission is valid for up to one year. Students who do not complete the language requirement in that time are required to re-apply.

Conditionally admitted students may not submit an enrollment deposit until they have met the terms of their conditional admission. Students must complete their conditional requirements by July 15 for fall, or November 1 for spring enrollment.

To learn more, please visit the ELS Language Center (https://www.els.edu).

Obtaining an I-20 Form

An I-20 form will be provided only after the admitted student has submitted the $300 nonrefundable tuition deposit to the Office of Admissions. This deposit will be credited to the student’s first-semester tuition.

The I-20 form will allow international applicants to apply for an F-1 student visa to study in the United States. Students should make an appointment at the nearest US consulate in their country and take the I-20 form, their passport, proof of their financial ability, proof of payment of the SEVIS fee, English proficiency test score reports, and their Mills College acceptance letter to their appointment. Upon consulate approval, an official at the consulate will affix an F-1 visa inside the passport. Together with the I-20 form, this student visa will enable the student to enter the United States.

If the student has attended another US university or college just prior to enrolling at Mills, their SEVIS record will be transferred to Mills. The student must request their previous institution to complete an I-20 Transfer Request form to be mailed or emailed to Mills College’s Office of Graduate Admissions.

It is important for international students to follow US Citizenship and Immigration Services (USCIS) regulations. A prospective student may not obtain an I-20 from one institution and use it to attend another. International students must be in continuous full-time enrollment in order to maintain their valid student status.

The College advises international applicants to communicate clearly with the US Consulate or Embassy in their country to receive the most accurate information and guidance in seeking opportunities for study abroad.

Housing

On-campus housing is available for graduate students. Please see the Housing section (https://inside.mills.edu/campus_life/housing) of the website for more information about on-campus housing.

If international students plan to live on campus, the College recommends they apply for on-campus housing as early as possible. If international students plan to live off campus, students may contact the Office of Admissions for additional information and should conduct personal research on commuting and neighborhood options.
EXPENSES

2018–19 Graduate Tuition

Students must pay in full or arrange payment via a payment plan for all semester charges (minus applicable financial aid) by August 1, 2018, for the fall semester and January 2, 2019, for the spring semester. Students are responsible for monitoring their account balance and for verifying payments regardless of who is handling the finances.

Charges incurred after the term begins are added to the student account when the action occurs and are due immediately. The College reserves the right to change fees at the beginning of any semester.

Flat Rate Graduate Tuition Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Semester</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFA and MA programs in Book Art, Dance, Music, and Studio Art</td>
<td></td>
<td>$34,150</td>
</tr>
<tr>
<td>Book Art 5th non-resident semester</td>
<td>$8,537.50</td>
<td></td>
</tr>
<tr>
<td>Post-Bac Pre-Medical</td>
<td>$15,500</td>
<td>$31,000</td>
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</table>

Per Credit Graduate Tuition Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Semester</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFA in Creative Writing and MA in English Language and Literatures</td>
<td>$1,020</td>
<td>Varies</td>
</tr>
<tr>
<td>School of Education (all programs)</td>
<td>$1,122</td>
<td>Varies</td>
</tr>
<tr>
<td>Lokey School of Business and Public Policy (all programs)</td>
<td>$1,311</td>
<td>Varies</td>
</tr>
<tr>
<td>MA and Certificate Programs in Applied Economics and Computer Science</td>
<td>$1,311</td>
<td>Varies</td>
</tr>
</tbody>
</table>

Students enrolling in courses outside of their degree program will be charged the per credit tuition rate for the program they are enrolled in.

Graduate Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Semester</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASMC Fee</td>
<td>$100</td>
<td>$200</td>
</tr>
<tr>
<td>Campus Comprehensive Fee</td>
<td>$581.50</td>
<td>$1,163</td>
</tr>
<tr>
<td>AC Transit Fee</td>
<td>$64.50*</td>
<td>$129*</td>
</tr>
<tr>
<td>Student Health Plan (estimate)</td>
<td>$1,227.50</td>
<td>$2,455</td>
</tr>
</tbody>
</table>

Auditor Fees

Flat rate Graduate tuition programs (MFA and MA programs in Book Art, Dance, Music, Studio Art, and MFA in Translation) are not charged additional fees for auditing courses. Per credit Graduate tuition programs are charged $500 per course. Non-Mills students are charged $750 per audited course, including alumnae auditors.

The Associated Students of Mills College (ASMC) collects this fee to support student activities. This fee cannot be waived or petitioned.

Campus Comprehensive Fee

The Campus Comprehensive Fee supports basic medical services at the Mills Student Health Center, the technology infrastructure, graduate activities, and some public safety services such as the Mills shuttle. Each Mills student is allowed use of the Mills shuttle free of any additional charge. No portion of the Campus Comprehensive Fee can be waived or petitioned.

AC Transit Fee

The graduate students voted to participate in the Alameda-Contra Costa Transit EasyPass program, which allows all graduate students an unlimited bus pass. Students are charged this fee in exchange for the bus pass. This fee cannot be waived or petitioned.

Student Health Plan

Fall semester insurance coverage runs from August 15–January 14. Spring semester insurance coverage runs from January 15–August 14. The Mills Student Health Plan consists of medical and dental coverage provided by Aetna.

All Mills students are required to waive or enroll in the Student Health Plan each fall term during open enrollment, July 10–September 10 for the fall semester or December 1–January 31 for the spring semester. Any student who does not waive or enroll in the Student Health Plan will be charged a $150 late fee.

Students returning from study abroad, a leave of absence or who are readmitted or reinstated to Mills must waive or enroll during open enrollment of the semester they return to Mills. Students who are readmitted/reinstated after open enrollment closes must contact the Manager of Wellness and Community Outreach in the Division of Student Life.

If a student’s health insurance provider changes, they must submit new insurance information with their new health insurance provider’s coverage information to the director of wellness and community outreach in the Division of Student Life.

Students who have a waiver on file and wish to reverse it due to loss of coverage may submit a Student Health Plan Enrollment/Change form to the director of wellness and community outreach in the Division of Student Life. The date of enrollment will be the day following the termination date from the prior plan. Students who enroll for coverage in the fall term after September 11 or in the spring term after February 15 will pay the prorated appropriate semester health plan charge, which will be prorated. Waiver reversals may be submitted anytime throughout the year.

Dependent Rates*

The student must be enrolled in the student health plan to be eligible to add dependents or partner/spouse coverage.

<table>
<thead>
<tr>
<th>Dependent</th>
<th>Semester</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner/spouse</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Child/each</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Summer Tuition and Fees
Mills offers a limited number of courses and academic opportunities for programs during the summer. Tuition rates and administrative fees for summer terms can be found in the Summer Tuition (https://inside.mills.edu/student_services/student_accounts/summer_tuition.php) page.

Billing and Payments
Billing Statements
Registered students will receive an electronic bill one month prior to the payment deadline for each semester. New and continuing students who have not registered will receive an estimated bill based on their designated enrollment status.

eBilling enables students to view, print, and download their billing statements from the web. Students may authorize any third party to receive a copy of their eBill by creating an authorized user account, which permits Mills College to release information regarding their student account to parents, spouses, and other designated individuals. Current activity for the last 30 days can be reviewed on the CASHNet payment portal by clicking on the Accounts Billing & Payments link under myMILLS Resources or the Account Summary by Term under Student Accounts in myMILLS.

Students and authorized users are notified by email when an eBill is available for viewing. Paper bills are only mailed if special arrangements are made with Student Accounts. A written request will need to be made to stuacct@mills.edu. There will be a $25 per semester per address charge for requesting paper bills. The charge will appear on the student's account.

Students who take a leave of absence from the College and who have an outstanding balance will be billed within 50 days of their official leave of absence date. Students who have withdrawn from the College and who have an outstanding balance will be billed by Mills College Collections.

Payment Policy
Students must pay in full or make satisfactory payment arrangements by August 1, 2018, for the fall semester and January 2, 2019, for the spring semester. Satisfactory payment arrangements mean that a student has made and documented arrangements to pay a remaining balance. This may include payment in full, an approved and current monthly payment plan, awarded and accepted grants and scholarships, accepted student loans for which all requirements have been completed, approved and certified private or PLUS loans, and/or documented outside scholarships or other outside monetary benefits. Students are responsible for monitoring their account balance and for verifying payments regardless of who is handling the finances.

Charges incurred after the term begins are added to the student account when the action occurs and are due immediately. The College reserves the right to change fees prior to the start of instruction of any semester.

2018-2019 Payment Deadlines & Other Important Dates

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bills are sent to students</td>
<td>June 30</td>
<td>November 19</td>
</tr>
<tr>
<td>Payment or</td>
<td>August 1</td>
<td>January 2</td>
</tr>
<tr>
<td>Satisfactory Payment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrangements due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Bill sent with</td>
<td>August 2</td>
<td>January 3</td>
</tr>
<tr>
<td>late fee charged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with unpaid</td>
<td>August 8</td>
<td>January 9</td>
</tr>
<tr>
<td>accounts are dropped</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from their courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day to clear</td>
<td>Add Deadline TBD</td>
<td>Add Deadline TBD</td>
</tr>
<tr>
<td>accounts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Payments in Full
Students wishing to pay their tuition and fees in full can pay by cash, check, foreign currency bank transfer, wire transfer (email the Finance Office at finance@mills.edu for wire transfer information), or electronically through a checking or savings account. Payments by electronic checking or savings accounts can be made online. All fees are payable in US dollars.

Payments by Installment
Students who prefer to pay their balance in installments may set up a monthly payment plan online through the Mills Resource Portal. Each semester, students pay an enrollment fee and then equal monthly installments, by automatic bank withdrawal, check, cash, or credit card. All fees are payable in US dollars. Students who do not meet the installment payment deadlines may be assessed a late payment fee each month.

Late Payments
Accounts with past due balances are subject to late payment fees of up to $250 per term. Students are provided with a grace period following the payment deadline before they are dropped from all registered classes. Students who have not made satisfactory payment arrangements by the end of the grace period will be dropped from their classes, have a hold placed on their account and will not be allowed to occupy on-campus housing.

A hold may be placed on a student's account for overdue balances. This hold will prevent students from accessing services such as registration, ordering transcripts, and receiving their diploma or certificate. Students’ accounts must be paid in full before a diploma, transcript, or certificate can be issued.

Students on leave of absence or with Thesis In-Progress, or Dissertation In-Progress status who do not pay their outstanding balance by the due date on their first bill, will be assessed a semester late fee that starts at $25 and increases by $25 increments, e.g., $25, $50, $75, etc. All College services, including transcripts and readmission, will be withheld until the student account is paid in full.

Recovering from Late Payment
Students who were dropped from their courses due to unpaid balances still have the opportunity to resolve their student account and be cleared to re-register prior to the add deadline. Students must pay in full or make satisfactory payment arrangements in order to clear their
student account. Once the account is resolved, the related hold(s) will be removed and the student will be cleared to register in classes.

**Administrative Withdrawal**

All students not registered, including those who were dropped from their classes due to unpaid balances, are subject to the Administrative Withdrawal policy, available here.

**Tuition and Fees Adjustment Policy**

**Leave of Absence or Withdrawal**

All students considering a leave of absence or withdrawal should refer to the Leave of Absence and Withdrawal sections in the Academic Regulations part of this catalog for the official procedure. All financial aid recipients considering a leave of absence or withdrawal should also review the Return of Federal, State, and Institutional Financial Aid Policy in the Financial Aid section of this catalog.

The leave of absence/withdrawal date is the date the student provides notification to the Division of Student Life of their intent to take a leave of absence or withdraw from the College. Once a student has completed the procedure for a leave of absence or withdrawal from the College, a tuition adjustment will be applied to their student account which, in turn, may or may not result in a refund to the student. A student will receive a refund only if there is a credit balance on the student's account after the tuition adjustment has been made and after federal, institutional, and/or state financial aid has been returned to the programs, according to the Return of Federal, State, and Institutional Financial Aid Policy.

No mandatory fees, such as the campus comprehensive fee, ASMC fee, AC Transit fee, and installment fees if enrolled in a payment plan, will be credited as of the first day of instruction.

Tuition charges will be adjusted as follows:

<table>
<thead>
<tr>
<th>Official Date of Notification</th>
<th>Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first day of instruction</td>
<td>All tuition charges and fees credited 100%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First day of instruction through add deadline</th>
<th>Credited 90% of tuition charges only.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mandatory fees will not be credited and the enrollment deposit is forfeited.</td>
</tr>
<tr>
<td></td>
<td>The Student Health Plan charge will be credited 100% only if neither the student nor their dependents (if dependent coverage is purchased) have used any health services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After add deadline</th>
<th>No credit of any tuition or fees including the Student Health Plan charge.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrollment deposit is forfeited.</td>
</tr>
</tbody>
</table>

This policy is only for tuition and fees related to your registration. Residential students who take a leave of absence or withdraw from the College will be released from their housing agreement once their leave is filed, they have moved out of housing and turned in all their keys. Their costs will be prorated based on the night all keys have been returned and move out confirmed (see Deposits and Refunds (https://inside.mills.edu/campus_life/housing/deposits_refunds.php)). A credit for housing and dining will be calculated for the remainder of the semester based on a nightly rate.

**Change in Enrollment Status**

Full-time students who drop from full-time to part time, part-time students who reduce credits or drop courses, or students taking overload credits who drop credits will have their tuition charges adjusted according to the below schedule. Financial Aid may also be adjusted to reflect a change in enrollment status. Students should consult with a financial aid counselor before changing their enrollment status. This adjustment may or may not result in a refund to the student. The change in enrollment status may also impact the student’s ability to meet the satisfactory academic progress requirements to maintain financial aid eligibility for future semesters.

The campus comprehensive fee, ASMC fee, AC Transit and Student Health Insurance fees are not prorated for part-time status.

<table>
<thead>
<tr>
<th>Official Date of Notification</th>
<th>Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first day of instruction</td>
<td>Credited 100% of tuition charges associated with the reduction of credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First day of instruction through add deadline</th>
<th>Credited 80% of tuition charges associated with the reduction of credits</th>
</tr>
</thead>
</table>

| After add deadline | No credit |

**Special Course Fees and Additional Program Costs**

**Book Art**

Book art studio fees for individual courses range from $100 to $250. If a student drops a studio class by the add deadline the fee will be reversed; otherwise, the fee will remain on the student’s account.

**Dance**

Graduate students in dance should expect to incur additional expenses related to their graduate performances and thesis concert. All graduate dance students are charged a $150 a semester Wellness fee. Contact the department for additional information.

**Education (Teacher Education)**

An additional program fee of $250 per semester is required of all students enrolled in the teacher education credential program (multiple and single subject credential) during their first year.

**Early Childhood Education MA**

An additional program fee of $150 is required of first year students enrolled in the early childhood education master’s degree programs (including child life in hospitals, the BA in Child Development/MA in ECE Accelerated Degree Program and the early childhood special education credential). If a student officially takes a leave of absence or withdraws from Mills by the add deadline, the fee will be reversed; otherwise, the fee will remain on the student’s account. Students
should anticipate additional fees for CPR preparation, fingerprinting and liability insurance associated with internships and student teaching in the Laboratory School, local schools and hospitals.

**Infant Mental Health**
An additional program fee of $100 is required of first year students enrolled in the two-year infant mental health master’s degree program. If a student officially takes a leave of absence or withdraws from Mills by the add deadline, the fee will be reversed; otherwise, the fee will remain on the student’s account.

For those students enrolled in the Infant Mental Health 4+1 program, the program fee is $100. Student fees may change due to insurance requirements for the college.

**Education Leadership**
An additional program fee of $100 is required of first year students enrolled in the educational leadership master’s and doctoral degree programs. If a student officially takes a leave of absence or withdraws from Mills by the add deadline, the fee will be reversed; otherwise, the fee will remain on the student’s account.

**Music**
Individually instruction fees, which are in addition to the course credit fee, provide for 14 hours of lessons for voice and instruments, and 7 hours for composition lessons. Fees range from $700 to $2,000, 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.

Graduate students in the Electronic Music and Recording Media MFA Program should budget for additional materials required for work in this medium. An average of $600 per semester is required to cover the cost of recordable compact discs and DVDs, hard drives, software, and electronic supplies.

**Physical Education**
PE Course fees charged upon registration: Healthy Eating $40, Intro to Sports Medicine $10. If a student drops a class by the add deadline, Mills will reverse the fee; otherwise, the fee will remain on the student’s account.

Fees paid to outside vendors: Sailing class has a fee payable to City of Oakland $35. American Red Cross charges fees ranging from $50 to $150 for courses such as First Aid/ CPR-AED, Lifeguard Training, and Water Safety Instructor. Equestrian classes have a fee payable to the stables (Historically, fees have been around $450, future fees to be determined by new stables). Fees payable to outside vendors are subject to the vendor’s refund policy.

**Studio Art**
Students in the Studio Art MFA Program are provided with on-campus studios that are included as part of their regular tuition charge. A studio fee is required for graduate studio art classes in ceramics, electronic arts, photography, video. ARTS 205 Concentrations in Ceramics, Painting, Photography, Sculpture/Intermedia, ARTS 287 Topics in Contemporary Art and ARTS 288 Contemporary Art and Critical Thinking. The fee varies for each area of concentration ($100–$300). If a student drops by the add deadline a class that has a course studio fee, the fee will be reversed; otherwise, the fee will remain on the student’s account.

---

### Other Administrative Fees and Charges

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Late Fees</strong></td>
<td></td>
</tr>
<tr>
<td>Late Add, Drop, or Withdrawal</td>
<td>up to $250</td>
</tr>
<tr>
<td>Late Emergency Loan Repayment</td>
<td>$25</td>
</tr>
<tr>
<td>Late Health Plan Waiver</td>
<td>$150</td>
</tr>
<tr>
<td>Late Payment (Aug. 1-Jan. 6)</td>
<td>up to $250</td>
</tr>
<tr>
<td>Late Payment Plan Payment</td>
<td>$50</td>
</tr>
<tr>
<td><strong>Other Fees</strong></td>
<td></td>
</tr>
<tr>
<td>Housing Damage Charge</td>
<td>Variable</td>
</tr>
<tr>
<td>Payment Plan Enrollment Fee</td>
<td>3% of balance up to $300/ semester</td>
</tr>
<tr>
<td>Reinstatement Processing Fee</td>
<td>$150</td>
</tr>
<tr>
<td>Returned Payment Charge</td>
<td>$35</td>
</tr>
<tr>
<td>Returned eRefund</td>
<td>$35</td>
</tr>
<tr>
<td>Reissed Refund Check</td>
<td>$20</td>
</tr>
<tr>
<td>Teacher Education Program Fee</td>
<td>$250/semester</td>
</tr>
<tr>
<td>In-Progress Fee (master’s degree)</td>
<td>$500/flat</td>
</tr>
<tr>
<td>In-Progress Fee (doctoral degree)</td>
<td>$625/semester</td>
</tr>
<tr>
<td>Traffic Fine</td>
<td>Variable</td>
</tr>
</tbody>
</table>

1. **Late Fees**
   - Any late fees that are reversed due to a student’s status changing from active to inactive may be reinstated if the student becomes active again.

2. **Returned Payment Charge**
   - There is a charge for each returned payment. After a payment is returned for insufficient funds, the College will only accept payment via guaranteed funds (cash, cashier’s check, money order, or electronic transfer) for one calendar year.

### Thesis Processing
All students submitting a thesis to the library are required to pay a $45 Thesis Processing Fee. This nonrefundable fee will be charged to the student’s account when a Petition for Candidacy form is submitted.

### Financial Petitions
The Financial Petition Committee reviews all petitions that relate to the late payment fee, late registration fee, and tuition adjustments related to leave of absences or withdrawals. Petitions must be submitted to the M Center in writing during the semester in which the charge has been assessed or it will not be reviewed. Students may not re-petition the same charge once a decision has been made unless new information is presented. The financial petition form [https://inside.mills.edu/student_services/student_accounts/financial_petition.pdf](https://inside.mills.edu/student_services/student_accounts/financial_petition.pdf) is available online.

Late health plan waiver fee petitions are available through the Health Programs Office in the Division of Student Life. If the Student Health Plan Waiver was not submitted by the published deadline, the Student Health Plan charge cannot be petitioned.

Traffic fines must be appealed directly to Public Safety.
Refunds
If there is a credit balance on a student’s account, a refund may be issued.

Credit balances resulting from financial aid disbursements will be refunded automatically without a request from the student.

Credit balances resulting from cash, check, or payroll/stipend overpayments will be refunded to students upon request to stuaccts@mills.edu. The College reserves the right to hold a refund resulting from a check overpayment for 14 days. Credit balances resulting from credit card transactions will be credited back to the original card and are not refundable in the form of a check.

Students who would like their refund deposited directly into their bank account can enroll in eRefund in the portal. Paper checks are issued and mailed by the Finance Office. Electronic and paper refunds are issued weekly. A fee is charged to the student account for any refunds that are returned due to inaccurate bank account information or reissued due to non-receipt.

Tuition adjustments caused by an official leave of absence, withdrawal, or change in enrollment status may or may not result in a refund to the student. Please review the Tuition and Fees Adjustment Policy (p. 260) for detailed information.

Residence and Meal Plan Rates
Residential Rates for the 2018–19 Residence Agreement

<table>
<thead>
<tr>
<th>Option</th>
<th>Semester Rate</th>
<th>Rate for Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Room</td>
<td>$3,532</td>
<td>$7,064</td>
</tr>
<tr>
<td>Double Room (two occupants, per person)</td>
<td>$3,111</td>
<td>$6,222</td>
</tr>
<tr>
<td>Super Single Room (double room with only one occupant)</td>
<td>$4,370</td>
<td>$8,739</td>
</tr>
<tr>
<td>Single Room in Two-Bedroom Suite</td>
<td>$4,443</td>
<td>$8,884</td>
</tr>
<tr>
<td>Larsen House (participation in shared Community Supported Agriculture Box program is required)</td>
<td>$4,665 + $63 fee for CSA Box</td>
<td>$9,331 + $127 fee for CSA Box</td>
</tr>
<tr>
<td>Ross House</td>
<td>$4,665</td>
<td>$9,331</td>
</tr>
<tr>
<td>Prospect Hill Apartments</td>
<td>$4,665</td>
<td>$9,331</td>
</tr>
</tbody>
</table>

Underwood Apartments (ten-month agreement) $9,067 $18,134

Residential rates for 2018–19 include the use of laundry equipment.

Residence Facilities for Graduate Students
Graduate women have the option of living in any upper-class residence hall, Ross House, or the Courtyard Townhouses. Graduate men will only be assigned to the Courtyard Townhouses and Ege Hall. Graduate students with children may apply for the Underwood Apartments.

Meal Plan Rates for the 2018–19 Residence Agreement

<table>
<thead>
<tr>
<th>Plan</th>
<th>Semester Rate</th>
<th>Rate for Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-Plus Plan</td>
<td>$3,311</td>
<td>$6,622</td>
</tr>
<tr>
<td>15-Plus Plan</td>
<td>$3,192</td>
<td>$6,384</td>
</tr>
<tr>
<td>12-Meal Plan</td>
<td>$3,021</td>
<td>$6,041</td>
</tr>
</tbody>
</table>

Meal plans are required for residents living in Ethel Moore, Lynn Townsend White, Mary Morse, Orchard Meadow, and Warren Olney Halls.

Residential Rates for Summer 2018

<table>
<thead>
<tr>
<th>Options</th>
<th>Rate for Full Summer*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courtyard Townhouses (three-month summer agreement)</td>
<td>$3,236</td>
</tr>
<tr>
<td>Underwood Apartments (two-month summer agreement)</td>
<td>$3,631</td>
</tr>
</tbody>
</table>

* Summer 2018 rates may be prorated for partial-summer stays. Summer 2018 rates include the use of laundry equipment.

Summer housing is only available to students who will live in summer housing for at least 21 consecutive nights. At least 21 nights’ notice must be given by students planning to move out mid-summer. Priority is given to full-summer applicants. Summer residents must meet at least one of the following criteria:

- Enrolled in summer class(es)
- Working on campus over the summer (must have a faculty or staff sponsor)
- Lived in the Courtyard Townhouses or the Underwood Apartments in spring 2018 and will once again live in one of these spaces in fall 2018
The two-month summer "rollover" agreement is required for residents of the Underwood Apartments who plan to stay for the following academic year.

Summer housing is not covered by financial aid.

**Meal Plans**

**10-Plus Plan**
- 10 meals per week, to be used at the Founders Commons Dining Room.
- $500 in Points per semester, which must be used by the check-out day of each semester.
- Points can be used at any of the campus dining facilities.
- Weekly meal counts reset every Wednesday at 2:00 am.

**15-Plus Plan**
- 15 meals per week, to be used at the Founders Commons Dining Room.
- $250 in Points per semester, which must be used by the check-out day of each semester.
- Points can be used at any of the campus dining facilities.
- Weekly meal counts reset every Wednesday at 2:00 am.

**12-Meal Plan**
- 12 meals per week, to be used at the Founders Commons Dining Room.
- No Points associated with this plan.
- Weekly meal counts reset every Wednesday at 2:00 am.

**Important Notes**
- The 10-, and 15-Plus Plans are designed for students who want to eat meals in the traditional all-you-can-eat dining room, but also want flexibility with Points. With these plans students can use their Points at any time in the Tea Shop or the Founders Commons Dining Room.
- Each semester, students may revise their meal plan choices up to one week (seven days) after the start of classes. After this date students may buy "up" to a higher plan, but not "down" from any plan.
- Mills Points, which can be used at any time in any of the campus dining facilities, can be added to any plan. Points may be purchased at the HMDS office using cash, check, money order, or credit card.

**Meal Accommodations for Religious Observance**

Dining Services strives to design menus and meal offerings that meet the diverse needs of our students, staff, and faculty. For individuals on the meal plan whose religious observance requires a special diet during holidays, please contact Housing Management and Dining Services at dining@mills.edu so we can best accommodate your needs. It is our regular practice to label the dishes we serve so individuals can make informed choices about their selections. While we are currently unable to provide Halal meats or Kosher kitchen facilities, we aim to offer a variety of foods that might satisfy your needs as you observe your spiritual and religious practices.
FINANCIAL AID

General Information
The M Center at Mills College awards Federal Direct Unsubsidized Stafford Loans to graduate students who qualify based on the results of their Free Application for Federal Student Aid (FAFSA) (https://www.fafsa.ed.gov). Departmental assistance is determined by each individual department in conjunction with the M Center. Recipients may accept or reject any portion of the offer.

In 2017–18, 69 percent of Mills graduate students received some portion of their aid directly from the College. 87 percent of our graduate students received more than $11.7 million in aid in 2017–18. An installment payment plan also is available to assist students in meeting educational expenses.

The academic program, in conjunction with the M Center, awards institutional aid each spring to those who are admitted for the upcoming fall semester. Financial aid decisions for the spring semester are made later in the year. Applications from continuing students are reviewed once spring grades have been submitted to ensure students have met the financial aid satisfactory academic progress standards.

Need-based financial aid is renewed on the basis of financial need and satisfactory academic progress. A financial aid application must be filed each year in which renewal is requested. Merit-based financial aid is renewed on the basis of merit only.

Recipients of financial aid may be required to submit income tax forms or other documents that confirm income sources and amounts. Master’s degree candidates and certificate students are eligible for financial aid through their original anticipated degree date, which is established by the M Center upon entrance to Mills. Full-time students enrolled in a master’s degree program or the Post-baccalaureate Pre-Medical Certificate Program may receive federal financial aid for a maximum of four semesters. Full-time students enrolled in other eligible certificate programs may receive federal financial aid for a maximum of two semesters. Students pursuing a doctorate in education may receive federal financial aid for a maximum of six semesters.

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.

In establishing eligibility, expenses related to attendance are considered: tuition, fees, room, and board payable to the College, plus allowances for books, supplies, personal expenses, transportation, and/or loan fees. 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.

Federal Direct Unsubsidized Stafford Loans
Federal Direct Unsubsidized Stafford Loans are low-interest loans available to college students. To be considered for a Federal Direct Unsubsidized Stafford Loan, a student must be a US citizen or eligible noncitizen, must not be in default on a federal student loan or must have made satisfactory arrangements to repay it, and must not owe a refund on a federal student grant or must have made satisfactory arrangements to repay it. The student also must be enrolled at least half time in an eligible program and must maintain satisfactory academic progress for financial aid.

For graduate students enrolled in a master’s or doctoral degree program, the annual borrowing limit is $20,500. For independent students enrolled in an eligible certificate program, the annual borrowing limit is $32,500. A student does not have to demonstrate financial need for a Federal Direct Unsubsidized Stafford Loan except to the extent that total financial aid, including the Federal Direct Unsubsidized Stafford Loan, cannot exceed the student’s cost of attendance for the given academic year. The government does not pay the interest while the student is in school, and the borrower has the option to make regularly scheduled interest payments while in school or agree to have the interest added to the principal. Current interest rates are published on the Federal Student Aid website at www.studentaid.ed.gov (http://www.studentaid.ed.gov). No repayment of the principal is required while the student is in school at least half time at an eligible postsecondary institution or during grace or deferment periods. Regular monthly payments begin six months after the student graduates or is no longer enrolled at least half time at an eligible postsecondary institution. An origination fee is deducted proportionately from each loan disbursement.

Students who plan to borrow through the Federal Direct Unsubsidized Stafford Loan program must complete all Federal Direct Unsubsidized Stafford Loan requirements no later than November 15 for the fall semester and no later than April 15 for the spring semester.

How to Apply
Applications filed after the published deadline will be accepted. However, priority for determining student loan eligibility will be given to students who meet the following deadlines.

Form Required:
- Free Application for Federal Student Aid (FAFSA) (https://fafsa.ed.gov)

Priority Financial Aid Application Deadlines:
- February 1 for fall admission
- November 1 for spring admission

Note: Students who will not be enrolled in a master’s or doctoral degree program at Mills are considered to be fifth-year undergraduates for purposes of federal student aid and must complete their FAFSA accordingly. This requirement includes students in the following programs:
- Biochemistry and Molecular Biology Certificate Program (p. 179)
- Post-baccalaureate Certificate Program in Computer Science (p. 181)
- Post-baccalaureate Pre-Medical Certificate Program (p. 236)

Loan Eligibility Notification
Once the FAFSA is received by the federal processor, the results will be forwarded to Mills, where loan eligibility can be determined by the
Aid (FAFSA)

How to Apply


Federal Direct Graduate PLUS Loan

A student enrolled in a master’s or doctoral degree program may also apply for a Federal Direct Graduate PLUS Loan after accepting the maximum annual amounts for which the student qualifies in Federal Direct Stafford Loans. Students may borrow up to the total cost of attendance minus the amount of Federal Direct Stafford Loans and other aid received. To qualify, a student must be a US citizen or eligible noncitizen and must have a valid Social Security number. An origination fee is deducted proportionately from each loan disbursement. The interest rate is fixed, and interest begins to accrue immediately. Current interest rates are published on the Federal Student Aid website at www.studentaid.ed.gov (https://studentaid.ed.gov/myDirectLoan/index.action). Payment starts within 60 days of the last disbursement but can be deferred while the student is in school. The student will be given up to 10 years to repay the loan. Students are not awarded Federal Direct Graduate PLUS Loans in their initial award offer because students must also not have an adverse credit history, as determined by a credit check, to be eligible.

Students who plan to borrow through the Federal Direct Graduate PLUS Loan program must complete all Federal Direct Graduate PLUS Loan requirements no later than November 15 for the fall semester and no later than April 15 for the spring semester.

How to Apply

Students must submit the Free Application for Federal Student Aid (FAFSA) (https://www.fafsa.ed.gov). Also, students must complete Direct Loan Entrance Counseling, a Graduate PLUS application, and a Master Promissory Note. These requirements can be completed online at www.studentloans.gov (https://studentloans.gov/myDirectLoan/index.action). Students must also meet credit eligibility requirements.

Other Graduate Funding

Cal Grant Teaching Credential Program Benefit

Students who received Cal Grants as undergraduates within the final 15 months of enrollment may qualify for an additional year of funding while pursuing only a teaching credential. Eligible students are required to submit both a Free Application for Federal Student Aid (FAFSA) (https://fafsa.ed.gov) for the academic year in which benefits are requested and the Request for Cal Grant Teaching Credential Program Benefits form available on the California Student Aid Commission’s website (http://www.csac.ca.gov).

AmeriCorps Matching Grant

Mills College offers an AmeriCorps Matching Grant to qualified AmeriCorps alumni. This award matches AmeriCorps funds the student requests for graduate educational costs on a dollar-for-dollar basis up to $5,500 or tuition whichever is less. To qualify, students must be enrolled full-time at Mills and must submit a copy of their voucher to the Financial Aid Office in the M Center. Please note that any institutional funds previously awarded are considered part of the institutional match.

Student Employment

Graduate students seeking part-time or other employment opportunities are encouraged to utilize the job listing services of Career Services (https://inside.mills.edu/student_services/career_center).

Departmental Assistance

General Information

Institutional financial aid policies and decisions regarding departmental aid vary from one academic program or department to another. Applicants should be aware that departmental assistantships and scholarships are limited. Second-year students who have had a chance to demonstrate their abilities to their department may be given preference for these awards in some programs. Students who have been awarded institutional financial aid are notified by email when the financial aid award is ready to be viewed in myMILLS via the Mills Resource Portal (http://janis.mills.edu/portal/page/portal/General). Please note that there is no institutional financial assistance available for work toward the biochemistry and molecular biology certificate, nor for students who are taking the prerequisite courses for the MBA and the MPP programs at the reduced course rate.

Students should contact the individual departments directly for information regarding departmental aid.

Departmental Assistantships

Most graduate programs award a small number of assistantships to select students on a competitive basis. Graduate assistants typically serve their department for a minimum of 5 hours per week and normally not more than 20 hours per week for a full assistantship. The work each student performs depends on specific departmental needs, academic programs, and the student’s areas of expertise. Assistants may help tutor or coach undergraduates and serve as assistants to faculty, as laboratory and audiovisual assistants, or as teachers in the Children’s School. Some departments require a departmental assistantship application. Assistantships offered and/or accepted do not appear on the financial aid award and do not directly pay for college costs.

Graduate Tuition Scholarships

Graduate tuition scholarships were originally funded from donations by Mills alumni. These scholarships are awarded based on criteria determined by each academic department.

Art Department

In addition to departmental assistantships, the Art Department offers the Hung Liu Endowed Fellowship.
English Department
In addition to partial tuition departmental assistantships and scholarships, the English Department offers a small number of competitive fellowships in Writing and Community Engagement to applicants entering the MFA and MA programs in the Department. These fellowships cover full tuition for the two- and three-year programs. Under the mentorship of Mills’ renowned faculty, recipients will have the unique experience of pursuing their graduate degree while designing and implementing a writing-related community project. Full descriptions and application instructions for these two assistantships, and others, can be found at on the English Department’s graduate additional funding opportunities (https://www.mills.edu/admission-aid/graduate-admissions/graduate-programs-cost-aid/scholarships-assistantships-fellowships/english.php) page.

Music Department
In addition to departmental assistantships and merit-based scholarships, the Music Department offers music lesson scholarships for performers and composers to help defray the costs of lessons.

Post-baccalaureate Pre-Medical Certificate Program
Students entering the program are not eligible to apply for teaching assistantships in biology, chemistry, or physics until they have completed a full academic year at Mills. A small amount of scholarship aid is available to students entering the program. Students completing the program and entering medical school may be eligible to receive Scheffler Pre-Medical Science Scholarships. Scholarship recipients are selected on the basis of merit by a faculty committee.

Lorry I. Lokey Graduate School of Business
The Lorry I. Lokey Graduate School of Business offers partial tuition scholarships, including the Barbara Wolfe MBA Fellowship, the Barbara Pinnell McClelland MBA Scholarship, and the Jean and Y.H. Kwong Fellowship. A limited number of graduate assistantships may also be offered. MBA students targeting the corporate sector may also be considered for a Forté Foundation Fellowship, specifically designed to advance women in business. Please contact the department to learn more.

School of Education
Applicants to the School of Education may be eligible for numerous external sources of financial aid, described here (https://www.mills.edu/admission-aid/graduate-admissions/graduate-programs-cost-aid/scholarships-assistantships-fellowships/education.php).

Rules and Regulations
Return of Federal, State, and Institutional Financial 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 Direct Stafford Loans, Direct PLUS Loans, Perkins Loans, and TEACH Grants. The withdrawal date used to determine the return of federal funds is the date the student notifies the M Center of her/his intent to take a leave of absence or withdraw from the College. However, if a student leaves without beginning the Mills official withdrawal process or providing notification of her/his 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. However, if a student withdraws after 60 percent of the enrollment period has passed, no Title IV funds need to be returned.

Both Mills and the student may be responsible for returning federal funds to their source. Mills will return the lesser of the institutional charges times the percentage of unearned Title IV aid or 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:

1. Federal Direct Unsubsidized Stafford Loan
2. Federal Direct Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal Direct PLUS Loan
5. Federal TEACH Grant
6. Other Title IV programs

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/his student loan after the grace period, if applicable, has expired. Students must repay only 50 percent of any federal grant amounts scheduled for return by the student.

The percentage of Mills College scholarship/grant funds returned to the Mills College Scholarship/Grant Program will reflect, at a minimum, the same percentage used to determine the tuition adjustment for which a student may be eligible. However, up to 100 percent of a student’s Mills College scholarship/grant funds may be returned to the Mills College Scholarship/Grant Program if a student takes a leave of absence or withdraws from the College during the first two weeks of the semester, or if the student has a credit balance after the adjustment for tuition and/or room and board is made and the amount of unearned Title IV aid due from Mills is returned to the Title IV aid programs. If there is a credit balance on the student’s account, 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:

1. Mills College Loan
2. Institutional scholarships/grants and/or state grants

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.
If there is a balance remaining on the student’s account after all aid is returned, a billing statement will be issued. Payment is due upon receipt.

The federal formula for the return of Title IV funds is available upon request from the M Center.

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.

Satisfactory Academic Progress Requirements

A. Qualitative Standards
Undergraduate students must maintain a minimum cumulative grade-point average (GPA) of 2.0.

Graduate, credential, and certificate students must maintain a minimum cumulative GPA of 3.0 and cannot receive an F (Failing) grade for any course.

B. Quantitative Standards
All Undergraduate and Graduate students must complete at least 67% of all attempted credits.

C. Attempted & Completed Credits
Attempted credits are enrolled credits as of the end of day on the add deadline for a term. Courses dropped after this date count as attempted.

Completed credits are enrolled credits for which credit is received. Courses in which a student receives a grade of “F”, “I”, “IE”, “NP”, “UW” or “W”, will be counted as attempted credits but will not be counted as completed credits for SAP purposes.

D. Transfer Credits
Transfer credits are counted as attempted and completed for the term in which the student was enrolled in those courses. Transfer credits can only be counted after Mills has received official transcripts documenting those credits.

E. Grades
Courses for which a grade of “F”, “I”, “IE”, “NP”, “UW” or “W” is received are counted as attempted but not completed. Ungraded courses dropped after the add deadline but before the withdrawal deadline are counted as attempted but not completed. Course repeats are counted as attempted and completed if a satisfactory grade is received.

Courses for which a grade of “I” is received are counted as attempted but not completed, but a student may be petition the Financial Aid Office to perform a second review if the “I” grade contributed to a student failing to meet SAP requirements, if a letter grade is given before the end of the term following the term in which the course in question was enrolled, and if the new letter grade may result in the student meeting SAP requirements.

F. Maximum Time Frames
No student may exceed attempted credit hours above 150% of their required degree plan, to include all credits transferred in, registered, earned or attempted. In addition, any course withdrawn, dropped after the add deadline, duplicated or never completed are counted as attempted. For example, if a student is enrolled in a degree program requiring 120 credits, the student cannot exceed 180 credits attempted throughout the course of their enrollment. Further restrictions follow.

Students in the Nursing Program are eligible for financial aid for a maximum of four semesters while attending Mills College. For transfer students, the number of semesters of eligibility is established by the initial expected completion date defined by the M Center upon entrance to Mills.

Financial aid eligibility for all undergraduate students continues only to the original expected date of graduation for a first baccalaureate degree. For example, a request to extend a graduation date in order to complete a second major or to participate in an international visit (study abroad), domestic visit, international exchange, or domestic exchange program is not a basis for extending financial aid eligibility an additional semester(s).

G. Review Period
The Mills College Financial Aid Office reviews SAP following the end of each standard academic year (following the end of each Spring semester).

Financial Aid Warning, Probation, and Disqualification

The Financial Aid Office reviews SAP annually after the end of the Spring semester. If a student is found to have met SAP requirements no further action will be taken and the student may remain eligible to receive financial aid.

Failure to meet SAP requirements
Students who do not meet the qualitative or quantitative requirements at the end of the academic year are no longer eligible to receive financial aid. Disqualified students may appeal and, if the appeal is approved, be placed on financial aid SAP probation.

Failure to Complete Degree
Students who do not complete their degree within the maximum time frame are not eligible to receive financial aid.

Probation
Students who appeal and are placed on financial aid SAP probation are eligible to receive financial aid during the probation period. Probation may last for up to two semesters. No additional semesters of probation are available. Students on financial aid SAP probation are eligible to receive aid funds during probationary terms.

Failure to Comply
Failure to meet the qualitative and quantitative requirements or standards set in an academic plan approved by the Financial Aid Office (see the “Appeals Process” section below) during a probationary term will result in final financial aid disqualification. Students who are in final financial aid disqualification are ineligible to receive financial aid and may not appeal for subsequent terms of probation. Students on financial aid SAP probation are strongly encouraged by the Financial Aid Office to meet with the Division of Student life in order to plan for academic recovery. Graduates students who are placed on a probationary term are encouraged to meet with their academic
advisor. The Financial Aid Office sends the notice of financial aid SAP disqualification to students.

**Appeals Option & Process**

Students who become ineligible for financial aid due to SAP and have experienced extenuating circumstances that have had a direct effect on performance may submit an appeal to request continued financial aid eligibility through a period of probation. The deadline to submit an appeal is the end of the first week of the fall semester following disqualification. For example, if you are disqualified after the Spring 2017 semester, your deadline to appeal is the end of the first week of the Fall 2017 semester.

**A. Basis for Appeal**

Appeals for re-establishing eligibility may be based on extenuating circumstances that have prohibited the student from meeting SAP standards during the probationary period. Extenuating circumstances must be supported by official documents. Examples of extenuating circumstances are:

- Death of an immediate family member.
- Documented illness.
- Major accident or injury (self, child, or parent).
- Victim of a crime or unexpected disaster.

**B. How to Appeal**

Students must complete and submit a Mills College Academic Progress Appeal Request Form, along with official supporting documentation, the student’s statement, and a current educational plan. Incomplete forms will be returned to the student.

**C. Appeal Review**

The Financial Aid Appeals Committee is made up of representatives from Financial Aid and the Division of Student Life. The Committee will review requests and take one of four actions:

- Approve reinstatement on probation.
- Approve reinstatement on probation with an academic plan.
- Request that the student provide additional information.
- Deny the appeal.

**D. Notification of Appeal Decision**

The Financial Aid Office will notify the student in writing of the decision on the appeal.

**E. Academic Plan**

An academic plan may be offered by the committee if the committee both agrees to reinstate the student and believes that the student cannot realistically make SAP within one standard academic year. The academic plan will provide alternative milestones and may require more frequent review of the student’s academic progress.
**REGISTRATION**

**General Information**

All students may register online through myMILLS via the Mills Portal (http://janis.mills.edu/portal/page/portal/General) during the designated registration periods.

Prior to registering, all students must consult with their advisors regarding their course selection. The advisor must approve the student's course selection before the student will be allowed to register.

Registering online requires that the advisor release the registration hold that has been placed on the student's record. Therefore, only students who have made arrangements for their advisor to release this hold will be able to register online. Students who wish to register in the M Center must have a registration form signed by their advisor.

Refer to the Academic Calendar (https://www.mills.edu/academics/academic-calendar.php) for registration dates and deadlines.

**Priority Registration**

Continuing students will have access to online registration during the Priority Registration period. Class level will determine when access to Priority Registration will begin. Exact dates for registration are included on the Academic Calendar. Please note, not all programs have summer courses. Exact dates for registration are included on the Academic Calendar.

**New Student Registration**

Entering and readmitted graduate students register during the New Student Registration. Exact dates are available on the Academic Calendar. New graduate students will be contacted by their department about the registration process.

**Final Registration**

Students that did not register during the designated Priority Registration or New Student Registration periods will be able to do so without penalty during Final Registration.

**Late Registration**

Students wishing to register after the Add Deadline must petition the Academic Standing Committee (ASC). Late registration does not excuse a student from the regular assigned work of a course. Students who do not register for any course by the Add Deadline will be administratively withdrawn from the College.

**Courses**

**Course Selection**

The fall and summer course schedule is available online in late March; the winter and spring course schedule is available in early November. Before students can register online, they must consult with their assigned advisor to finalize their schedule and obtain approval of their course selection. Students may access Student Records/View Student Information in their myMILLS (http://janis.mills.edu/portal/page/portal/General) account via the Mills Portal to confirm their advising assignment.

**Course Levels**

Graduate students should enroll for classes at the appropriate level for their degree program:

- 100 level: Advanced undergraduate courses (restrictions apply)
- 200 level: Master's
- 300 level: Credential
- 400 level: Doctorate

**Class Meeting Times**

Classes that meet three days per week are scheduled for 50 minutes, or a total of 150 minutes of instruction per week. Classes that meet two days per week are scheduled for 75 minutes, for a total of 150 minutes of instruction per week. Seminars are scheduled for one class meeting per week for 150 minutes. 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.

**Canceled Courses**

Courses may be canceled at the College's discretion. In the case of a course cancellation, students will be dropped from the class and notified by email.

**Changes**

**Adding or Dropping a Course**

Students may make changes to their registration as needed by adding or dropping courses online during their designated Priority Registration or New Student Registration periods, or during Final Registration.

During the Add/Drop Period, students who wish to add or drop a course may do so online without penalty up to the Add Deadline. If adding a course that was closed for registration, the signature of the instructor is also required.

After the Add Deadline, students may add a course only with the approval of the Academic Standing Committee (ASC). If the petition is approved, the course will be added to the student's schedule. Add/Drop forms are available online (https://inside.mills.edu/student_services/registrar_and_records/forms.php).

During the Late Drop Period, the two weeks between the Add Deadline and Drop Deadline, students may drop a course by completing an Add/Drop form and securing the signature of the advisor. Courses that are dropped prior to the Drop deadline will not appear on transcripts. Exact dates are available on the Academic Calendar (https://www.mills.edu/academics/academic-calendar.php).

Students making changes to their registration must refer to the Tuition and Fees Adjustment Policy and Satisfactory Academic Progress Policy.

Students may not drop all courses in a term via online registration. Dropping all courses requires taking a Leave of Absence or Withdrawal from the College, which is handled through a different process. Students wishing to drop all courses should refer to the Attendance Requirements section of the catalog for information about Withdrawal or Leave of Absence.
Withdrawing from a Course

Between the Drop Deadline and last day to withdraw from a class, students may withdraw from a course by completing a Registration Withdrawal 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 used in calculating the student’s GPA. Students should refer to the Academic Calendar for the exact Drop and withdrawal deadlines.

Registration Withdrawal forms are available online (https://inside.mills.edu/student_services/registrar_and_records/forms.php).

Unofficial Withdrawal

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.

Changes

Grade Options

Students who wish to change the grading option of a course may do so online during their designated Priority Registration or New Student Registration periods, or during Final Registration. Changes to grading options may be made online during the Add/Drop period or by completing an Add/Drop form (https://inside.mills.edu/student_services/registrar_and_records/add_drop_form.pdf) during the Late Drop period and securing the signatures of the advisor and instructor. After the Drop Deadline students may change the grading option of a course only with the approval of the Academic Standing Committee. Students should refer to the Academic Calendar for the exact deadline.

Pass/No Pass (P/NP) Grading Option

Graduate students may elect to register for a course on a “Pass/No Pass” basis, but no course graded in this manner may be applied toward the degree (with the exception of EdD students who take their EDUC 497 Directed Reading for Dissertation and EDUC 450 Dissertation Research courses for “P/NP”).

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. Students wishing to change credit value for these courses may do so online during the time they have access to online registration, prior to the Add Deadline. Students should list the course with the original credit amount as a drop and the same course with the new credit amount as an add. Refer to the Academic Calendar for exact dates.

Auditing a Course

Matriculated students who wish to audit a course may register for the course or change the grading option during the time they have access to online registration. Under no circumstances will a student be allowed to register to audit a course after the Add Deadline. In addition, students will not be allowed to change a grading option to or from 'Audit' after the Add Deadline.

Students who register for an application for auditor status must complete an Application for Auditor Status (https://inside.mills.edu/student_services/registrar_and_records/auditor_application_writeable.pdf), available online and in the M Center.

Audited courses cannot be repeated for credit.

Auditors

Individuals who are not regular degree-seeking Mills students are welcome to audit Mills courses. Auditors do not participate in class work, take examinations, or receive credit, and they may not subsequently request to receive credit by examination. An Application for Auditor Status (https://inside.mills.edu/student_services/registrar_and_records/auditor_application_writeable.pdf) is available online and requires the signatures of the student, the instructor, and the head of the applicable department. Once these signatures are obtained, the form is submitted to the M Center and the student will be enrolled in the course(s). The auditor may attend the class only after the form is submitted and the fee has been paid. Refer to the Tuition and Fees section of this catalog for information regarding the costs associated with auditing courses. Mills does not provide transcripts for auditors.

Audited courses cannot be repeated for credit.

Special Courses

Advanced 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 advanced teaching practica are not permitted course overloads. Advanced teaching practica are numbered 277 in the department concerned. Students must submit an Advanced Teaching Practicum Enrollment form, available in their graduate department. These courses must be available for credit.

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. Students wishing to change credit value for these courses may do so online during the time they have access to online registration, prior to the Add Deadline. Students should list the course with the original credit amount as a drop and the same course with the new credit amount as an add. Refer to the Academic Calendar for exact dates.

Auditing a Course

Matriculated students may formally audit a course with permission from the instructor and faculty advisor. Auditors do not participate in classroom work, take examinations, or receive credit, and they may not subsequently request to receive credit by examination. Full-time students do not pay an additional fee to audit a course; part-time students may refer to the Tuition and Fees (p. 258) section of this catalog for information regarding the costs associated with auditing courses.

Individual Music Instruction

These courses, open to all students, are available for individual instruction in composition, voice, and a number of instruments. Placement in these courses requires an audition with the Music Department. The generic course is numbered MUS 225 and is graded 'Audit' after the Add Deadline. Students who wish to enroll in individual instrument or voice instruction should register for the generic course as listed in the Course Schedule. The student must then contact the Music Department for an audition in order to be placed with an instructor. Once placements are confirmed by the Music Department, 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 have registered for the generic music instruction course and are not placed with an instructor will be responsible for dropping the course.

**Independent Study**

Students with proven ability and sufficient background in a given subject may apply for an independent study course in that subject area. Independent study courses are offered for a maximum of 3 semester credits and are officially numbered 295, 395, and 495 on the graduate level. Independent study may be undertaken only upon the recommendation of the head of the department concerned after departmental discussion. Independent Study forms are available online ([https://inside.mills.edu/student_services/registrar_and_records/independent_study_form_CCC.pdf](https://inside.mills.edu/student_services/registrar_and_records/independent_study_form_CCC.pdf)) and in the M Center. These courses can be taken for a letter grade or as "P/NP."

**Internships**

Graduate students typically do not enroll for internships. Field practica and field-based experience for credit is under the guidance of the department in which the student is receiving a graduate degree. Such practica are usually directly related to the student's career goals and academic program, are arranged by the faculty in the department, and are awarded credit and taken for a letter grade. Before arranging an internship through Career Services, students should check with their advisor about department policy regarding community work or field experience. Internships must be approved in advance by a faculty supervisor, the faculty advisor, and the Academic Standing Committee; therefore, retroactive approval is not permitted.

**Cross-Registration**

Students who wish to participate in Mills' cross-registration program must complete the Cross-Registration Permit ([https://inside.mills.edu/student_services/registrar_and_records/cross_registration_permit.pdf](https://inside.mills.edu/student_services/registrar_and_records/cross_registration_permit.pdf)), which requires approval of each institution's registrar, the student's advisor, and the instructor of the course. The student attends the first class session at the host institution to secure the instructor's signature. (See the cross-registration ([https://inside.mills.edu/student_services/registrar_and_records/cross_reg.php](https://inside.mills.edu/student_services/registrar_and_records/cross_reg.php)) program webpage for eligibility requirements, participating schools, deadlines, and procedures for enrolling.) Graduate students will not receive credit for lower division undergraduate work.
STUDENT PRIVACY RIGHTS

FERPA

Mills complies with the provisions of the 1974 Family Educational Rights and Privacy Act (FERPA). 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 20202-5920. Information about this office is available on the Internet at http://www.ed.gov/offices/OM/fpcod.

Copies of federal regulations governing student privacy rights are available from the website named above or the Division of Student Life (DSL) at Mills. A statement on procedural steps for seeking to correct inaccurate or misleading data in student records is also available from DSL on request at 510.430.2130.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
http://www.bppe.ca.gov
Phone: 916.431.6924
Fax: 916.263.1897

Mills considers name, address, phone number, email address, dates of attendance, degree(s) awarded, enrollment status, date and place of birth, and major field of study to be directory information under FERPA and, as such, may be disclosed, without consent, to a third party upon request.

If a student does not wish the directory information to be released she/he can inform the Registrar by submitting a signed and dated letter requesting the directory information not to be released, or by sending an email to that effect to records@mills.edu from the student’s own Mills email account.

The student should be aware that restricting the release of directory information has other consequences. For instance, a restriction makes it difficult or impossible for potential employers to verify the student’s enrollment, or to verify a degree earned from Mills. At any time after restricting the release of directory information a student may change their mind and choose, through a written statement, to re-authorize the college to release the information.

Health and Safety Exemption Requirement

Mills will only disclose Personally Identifiable Information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
### FACULTY

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<td><strong>Abinader, Elmaz</strong></td>
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<td><strong>Adams, Ashley C</strong></td>
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<td><strong>Agyapong, Philip Amo</strong></td>
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<td><strong>Akin, Rebecca L</strong></td>
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<td><strong>Cassano, Jennifer A</strong></td>
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<td><strong>Chen, Julie N</strong></td>
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<td><strong>Chiarelo, Ron H</strong></td>
</tr>
</tbody>
</table>
Chung, Christie C. Esther Lee Mirmow Chair; Associate Professor of Psychology. MA, Claremont Graduate School; PhD, Claremont Graduate School; At Mills since 2007.

Cornu, Sharon. Assistant Professor of Practice of Public Policy. BA, Brown University; At Mills since 2015.

Cossey, Ruth. Professor of Education. BA, San Francisco State University; MA, Stanford University; PhD, Stanford University; At Mills since 1993.

Cowart, Steed. Concert Coordinator; At Mills since 1997.

Craig, Teague N. Assistant Adjunct Professor of Education; At Mills since 2018.

Craig, Abby L. Assistant Adjunct Professor of Dance. BA, Brown University; At Mills since 2017.

Dahlke, Ellen. Assistant Adjunct Professor of Education. BA, University of Illinois, Urbana-Champaign; MA, University of Illinois, Urbana-Champaign; At Mills since 2015.

Dave, Neha M. Adjunct Professor of Economics. BA, University of California, Berkeley; MA, University of Michigan, Ann Arbor; At Mills since 2010.

Davis, Kara C. Artist in Residence in Dance; At Mills since 2008.

de los Rios, Catí V.

Delker, Lynn M. Adjunct Professor of Physics. BA, University of Chicago; MA, Columbia University; PhD, Columbia University; At Mills since 2009.

Delwaide-Nichols, Sonya M. Professor of Dance. BFA, York University; At Mills since 2003.

Diaz, Mara. Assistant Adjunct Professor of Ethnic Studies. BA, Mills College; MA, University of California, Berkeley; PhD, University of California, Berkeley; At Mills since 2018.

Dominguez-Pareto, Irenka. Assistant Adjunct Professor of Education. BA, Autonomous University of Barcelona; MA, Autonomous University of Barcelona; MA, University of California, Berkeley; MA, Polytechnic University of Catalonia; PhD, University of California, Berkeley; At Mills since 2015.

Driscoll, Priya S. Mary and Richard Holland Professorship; Associate Professor of Education. BA, Indiana State University; MA, University of Chicago; PhD, University of Chicago; At Mills since 2009.

Edwards, Rebekah L. Certificate for the Advancement of Digital Learning; Adjunct Professor of English. BA, Mills College; At Mills since 1998.

Engel, Alex C. Gibbons-Young Professorship; Assistant Professor of Biology. BA, Pomona College; PhD, University of California, San Francisco; At Mills since 2016.

Evans, Samuel G. Assistant Adjunct Professor of Public Policy. BA, Grinnell College; MA, Colorado State University; PhD, Colorado State University; At Mills since 2016.

F

Farahmand, Maryam A. Assistant Adjunct Professor of Mathematics; At Mills since 2018.

Faul, Kristina L. Professor of Geochemistry and Environmental Geology. PhD, University of California, Santa Cruz; At Mills since 2002.

Fei, James C. Davidson Associate Professor of Intermedia Arts. MA, Wesleyan University; At Mills since 2006.

Fenley, Molissa. Professor of Dance. BA, Mills College; At Mills since 1999.

Flores, Andrew R. Assistant Professor of Political Science. BA, California State University, San Bernardino; MA, University of California, Riverside; PhD, University of California, Riverside; At Mills since 2016.

Ford, Judith M. Assistant Adjunct Professor of Business. BA, California State University, Northridge; MBA, University of San Diego; PhD, University of Amsterdam; At Mills since 2017.

Fraser, Chris D. Assistant Adjunct Professor of Studio Art. BA, University of California, Davis; MFA, Mills College; At Mills since 2014.

G

Galguera, Tomas. Professor of Education. BS, California State University, East Bay; PhD, Stanford University; At Mills since 1996.

Garcia, Sarah L. Assistant Adjunct Professor of Education. BA, University of the Pacific; At Mills since 2014.

Garcia Manriquez, Hugo E. Assistant Adjunct Professor of Literature and Languages. BA, National Autonomous University of Mexico; MA, State University of New York, Buffalo; PhD, University of California, Berkeley; At Mills since 2016.

George, Carol C. Professor of Psychology. BA, University of Southern California; MA, University of California, Berkeley; PhD, University of California, Berkeley; At Mills since 1986.

Ghofraniha, Jahan. Assistant Adjunct Professor of Computer Science; At Mills since 2018.

Ghuman, Nalini. Professor of Music. BA, The Queens College, Oxford; MA, The Queens College, Oxford; PhD, University of California, Berkeley; At Mills since 2003.

Gupta, Jay. Associate Professor of Philosophy. BA, State University of New York, Purchase; MA, University of Toronto; PhD, University of Toronto; At Mills since 2008.

H

Halperin, Samara E. Adjunct Professor of Studio Art. BFA, Rhode Island School of Design; MFA, California College of the Arts; At Mills since 2002.

Harambe, Bathsheba B.

Hart, Cicely N. Dance Wellness & Inj Prev Spec; At Mills since 2017.

Held, Heike A. Assistant Adjunct Professor of Chemistry. BS, Albert Ludwigs University; PhD, Swiss Federal Institute of Technology; At Mills since 2011.
Helfand, Glen. Adjunct Professor of Studio Art. BA, San Francisco State University; MA, Mills College; At Mills since 2002.

Henderson, Mark G. Associate Professor of Public Policy. BA, Williams College; MA, Harvard University; PhD, University of California, Berkeley; At Mills since 2007.

Hillman, Beth L. President; At Mills since 2016.

Hunter, Margaret L. Fletcher Jones Professor of Sociology. Associate Provost. BA, University of Wisconsin–Madison; MA, University of California, Los Angeles; PhD, University of California, Los Angeles; At Mills since 2007.

Kochly, Beth D. Associate Professor of Chemistry. BS, University of California, Davis; PhD, University of Notre Dame; At Mills since 2008.

Kokhly, Beth D. Associate Professor of Chemistry. BS, University of California, Berkeley; PhD, University of California, Berkeley; At Mills since 2003.

Konrad, Almudena P. Associate Professor of Computer Science. BS, University of California, Berkeley; PhD, University of California, Berkeley; At Mills since 2003.

Kinnally, Erin. Assistant Adjunct Professor of Public Health & Health Equity; At Mills since 2018.

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Iris-Willbanks, Jonathan A. Assistant Adjunct Professor of Education; At Mills since 2018.

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Johnson, Martha C. Associate Professor of Political Science. BA, Smith College; MA, University of California, Berkeley; PhD, University of California Berkeley; At Mills since 2009.

Jones, Nolan A. Assistant Adjunct Professor of Education. BA, University of California, Berkeley; MA, Holy Names University; EDD, Mills College; At Mills since 2017.

Jones, Nolan A. Assistant Adjunct Professor of Education. BA, University of California, Berkeley; MA, Holy Names University; EDD, Mills College; At Mills since 2017.

Kandaswamy, Priya. Associate Professor of Women's, Gender & Sexuality Studies. BA, University of California, Berkeley; MA, University of California, Berkeley; PhD, University of California, Berkeley; At Mills since 2010.

Karniuchina, Kate. Dean of Lokey School of Business & Public Policy, Associate Professor. BA, University Of Utah; MBA, University Of Utah; PhD, University of Utah; At Mills since 2010.

Kaslan, Camille L. Assistant Adjunct Professor of Chemistry. BS, University of California, San Diego; At Mills since 2017.

Ketelle, Diane P. Dean, School of Education, Professor of Education. BA, Mills College; MA, Saint Mary's College of California; MA, Mills College; At Mills since 2003.

Kinnally, Erin. Assistant Adjunct Professor of Psychology; At Mills since 2018.

Kochly, Beth D. Associate Professor of Chemistry. BS, University of California, Davis; PhD, University of Notre Dame; At Mills since 2008.

Konrad, Almudena P. Associate Professor of Computer Science. BS, University of California, Berkeley; PhD, University of California, Berkeley; At Mills since 2003.

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Lara, Argelia. Assistant Professor of Education. BA, California State University, Fresno; PhD, University of California, Los Angeles; At Mills since 2014.

Lee, Michael T. Assistant Professor of Business. PhD, University of Melbourne, Australia; At Mills since 2017.

Leigh, Korie. Assistant Adjunct Professor of Education. BA, Wheelock College; MA, Sofia University; At Mills since 2015.

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Li Santi, Barbara A. Professor of Mathematics and Computer Science. BA, Vassar College; MA, University of California, Santa Barbara; PhD, University of California, Santa Barbara; At Mills since 1981.

Lin, Betty Y. Assistant Adjunct Professor of Education. BS, University of California, Berkeley; MA, Mills College; At Mills since 2005.

Lloyd, Sheila. Professor of English, Associate Provost; At Mills since 2018.

Lu, Cathy. Assistant Adjunct Professor of Studio Art; At Mills since 2018.

Magid, Larry D. Professor of Practice of Public Policy. BA, Harvard University; At Mills since 2011.

Magowan, Kim. Adjunct Professor of English. BA, Stanford University; PhD, University of California, Berkeley; At Mills since 2001.

Mance, Ajuan M. Certificate for the Advancement of Digital Learning: Professor of Ethnic Studies and English. BA, Brown University; MA, University of Michigan, Ann Arbor; PhD, University of Michigan, Ann Arbor; At Mills since 1999.

Maultsby, Carrie V. Assistant Adjunct Professor of Business. BA, University of California, Berkeley; MBA, Mills College; At Mills since 2017.

McDonald, Alison L. Adjunct Professor of Education. BA, Pomona College; MA, Claremont Graduate School; EDD, Mills College; At Mills since 2016.

Mehta, Brinda J. Professor of French & Francophone Studies & Women's, Gender, & Sexuality Studies. BA, Elphinstone College; MA, University of Bombay; PhD, Brown University; At Mills since 1992.

Miki, Masako. Assistant Adjunct Professor of Studio Art; At Mills since 2018.

Miller, Margaret A. Assistant Adjunct Professor of English; At Mills since 2018.

Miller, Sarah M. Assistant Adjunct Professor of Art History; At Mills since 2018.
Mitchell, Roscoe E. Milhaud Professor of Music; At Mills since 2007.

Morier, Dean M. Professor of Psychology. BA, Hope College; PhD, Univ Minnesota Mpls; At Mills since 1989.

Munaweera, Nayomi. Assistant Adjunct Professor, Literature and Languages Department. BA, University of California, Irvine; MA, University of California, Riverside; PhD, University of California, Riverside; At Mills since 2016.

Munoz, Oli. Assistant Adjunct Professor of Sociology; At Mills since 2018.

Murdock-Perriera, Lisel A. Assistant Adjunct Professor of Education; At Mills since 2018.

Murphy, Ann E. Mary S. Metz Professorship; Associate Professor of Dance. BA, University of California, Berkeley; MFA, University of California, Riverside; At Mills since 2007.

Nava, Pedro E. Trefethen Faculty Award; Assistant Professor of Education. BA, California State University, Fresno; MA, Harvard University; PhD, University of California, Los Angeles; At Mills since 2014.

Notini, Jessica. Associate Adjunct Professor of Business; At Mills since 2006.

Obejas, Achy. Assistant Adjunct Professor of English; At Mills since 2016.

Oda, Tak. Instructor. BA, University of California, Berkeley; At Mills since 1997.

Okazawa-Rey, Margo.

Olandt, Dara K.

Ono, Sandra. Assistant Adjunct Professor of Studio Art. BA, University of California, Davis; MFA, Mills College; At Mills since 2011.

Oparah, Chinyere. Provost and Dean of Faculty, Professor of Ethnic Studies. BA, University of Cambridge; MA, University of Warwick; MA, University of Cambridge; PhD, University of Warwick; At Mills since 1997.


Perez, Linda M. Professor of Education. BA, San Francisco State University; MA, San Francisco State University; PhD, University of California, Berkeley; At Mills since 1995.

Perrone, Nick M. Assistant Adjunct Professor of History; At Mills since 2018.

Pinkusevich, Yulia. Assistant Professor of Studio Art. BFA, Rutgers University; MFA, Stanford University; At Mills since 2014.

Portnoy, Rebecca R. Assistant Adjunct Professor of Business. BS, Cornell University; PhD, University of Washington; At Mills since 2015.

Powell, Patricia E. Professor of English. BA, Wellesley College; MFA, Brown University; At Mills since 2009.

Psarras, Paul.

Quick, Genevieve M. Assistant Adjunct Professor of Studio Art; At Mills since 2018.

Rieley, Siobhan. Professor of Economics. MA, Johns Hopkins University; PhD, University of California, Berkeley; At Mills since 2001.

Reiss, Kathryn L. Aurelia Henry Reinhardt Professor, Professor of English. BA, Duke University; MFA, Duke University; MFA, University of Michigan, Ann Arbor; At Mills since 1989.

Rice, Lorien A. Kathryn P. Hannam Professorship in American Studies; Associate Professor of Economics. BA, Oberlin College; PhD, University of California, San Diego; At Mills since 2006.

Rodriguez, Daniel. Assistant Adjunct Professor of Spanish; At Mills since 2018.

Rogan, Will. Assistant Adjunct Professor of Studio Art. BFA, San Francisco Art Institute; MFA, University of California, Berkeley; At Mills since 2013.

Rojo, Florencia. Assistant Adjunct Professor; At Mills since 2018.

Saxton, Kirsten T. Certificate for the Advancement of Digital Learning; Professor of English. BA, Mills College; MA, University of California, Davis; PhD, University of California, Davis; At Mills since 1996.

Schmidt, Jenine V. Assistant Adjunct Professor of Education. BA, University of California, Berkeley; At Mills since 2018.

Scott, Karen A. Assistant Adjunct Professor of Public Health and Health Equity; At Mills since 2018.

Sekaran, Shanthi N. Assistant Adjunct Professor of English; At Mills since 2018.

Shaw, Alice. Assistant Adjunct Professor of Studio Art. BA, San Francisco Art Institute; MFA, San Francisco Art Institute; At Mills since 2017.

Sheffer, Maggie. Assistant Adjunct Professor. BA, Barnard College; At Mills since 2017.

Sheldon, Marianne B. Professor of History. BA, Rutgers-Douglass College; MA, University of Michigan, Ann Arbor; PhD, University of Michigan, Ann Arbor; At Mills since 1975.

Sherwood Call, Carolyn. Director of Business Programs; At Mills since 2010.

Smith, Sheldon B. Adjunct Professor of Dance. BA, Colorado College; MFA, University of Illinois, Urbana-Champaign; At Mills since 2008.

Smith, Jenn E. Associate Professor of Biology. BA, Colby College; PhD, Michigan State University; At Mills since 2012.
Snyder, Nicole R; Assistant Adjunct Professor of Chemistry. BA, Wake Forest University; At Mills since 2017.

Sollars, Chris A; Assistant Professor of Studio Art. BFA, Rhode Island School of Design; MFA, Bard, Milton Avery Graduate School of the Arts; At Mills since 2015.

Spahr, Juliana M; Professor of English. BA, Bard College; PhD, State University of New York, Purchase; At Mills since 2003.

Sparks, Roger W; Professor of Economics. BA, University of California, Riverside; PhD, University of California, Davis; At Mills since 1989.

Spertus, Ellen R; Kilgore-Snyder Professorship; Professor of Computer Science. BS, Massachusetts Institute of Technology; PhD, Massachusetts Institute of Technology; At Mills since 1998.

St. Onge, Patricia; Assistant Adjunct Professor of Ethnic Studies. BS, Southern New Hampshire University; At Mills since 2016.

Stern, Josh P; Assistant Adjunct Professor of Education; At Mills since 2018.

Strychacz, Thomas F; Professor of English. BA, University of Warwick; MA, Princeton University; PhD, Princeton University; At Mills since 1988.

Swope, Sarah M; Rhoda Goldman Professorship in Environmental Science; Assistant Professor of Biology. BS, Prescott College; PhD, University of California, Santa Cruz; At Mills since 2014.

Talledos Lima, Victor H; Assistant Adjunct Professor of Dance; At Mills since 2018.

Talmadge, Victor J; Director of Theater Studies. BA, Cornell University; MFA, California Institute of the Arts; At Mills since 2014.

Tan, Elaine M; Associate Adjunct Professor of Biology. BA, University of California, Berkeley; PhD, University of California, San Diego; At Mills since 2006.

Theokary, Carol; Assistant Professor of Business; At Mills since 2011.

Thomas, Mar P; Assistant Adjunct Professor of Spanish; At Mills since 2018.

Tithi, Bidita J; Assistant Adjunct Professor of Race, Gender & Sexuality Studies; At Mills since 2018.

Tran, Truong D; Adjunct Professor of English. BA, University of California, Santa Cruz; MFA, San Francisco State University; At Mills since 2005.

Trujillo, Tracy T; Assistant Adjunct Professor of Education. BS, Santa Clara University; At Mills since 1994.

U

Urry, Lisa; Professor of Biology. BS, Tufts University; PhD, Massachusetts Institute of Technology; At Mills since 1995.

V

Vella, Malia H; Assistant Professor of Practice of Public Policy. BA, Wellesley College; PhD, Santa Clara University School of Law; At Mills since 2016.

Wade, Elisabeth A; Professor of Chemistry, Associate Provost. BS, Harvey Mudd College; PhD, University of California, Berkeley; At Mills since 2000.

Wagner, Catherine F; Professor of Studio Art. BA, San Francisco State University; MA, San Francisco State University; At Mills since 1986.

Walkup, Kathleen A; Professor of Book Art. BA, Temple University; At Mills since 1978.

Walter, Helen J; Visiting Associate Professor of Biology and Director of the Pre-Nursing Program. PhD, University of Birmingham; At Mills since 2015.

Wang, Susan S; Professor of Mathematics and Computer Science. BS, Massachusetts Institute of Technology; MA, Princeton University; PhD, Princeton University; At Mills since 1992.

Watson, Wanda; John and Martha Davidson Professorship; Assistant Professor of Education. BA, Stanford University; MA, Stanford University; EDD, Columbia University; At Mills since 2015.

Webber, Vicky L; Assistant Adjunct Professor. BA, University of California, Berkeley; PhD, University of Sydney; At Mills since 1997.

Wilsey, Jennifer L; Assistant Adjunct Professor. BA, University of California, Santa Cruz; MFA, Mills College; At Mills since 2012.

Wofford, Jenifer K.

Y

Yamashiro, Jane H; Assistant Adjunct Professor of Sociology; At Mills since 2018.

Young, Stephanie L; Adjunct Professor of English. BA, Whitworth College; MFA, Mills College; At Mills since 2005.

Young, Jared; Associate Professor of Biology. BA, University of California, Berkeley; PhD, University of California, San Diego; At Mills since 2006.

Z

Zimmerman, Arely M; Assistant Professor of Ethnic Studies. BA, University of California, Los Angeles; PhD, University of California, Los Angeles; At Mills since 2015.

Emeriti

Anderson, Robert T; Professor Emeritus of Anthropology; At Mills 1960–2014.

Berman Santana, Deborah; Assistant Professor Emerita of Ethnic Studies; At Mills 1998–2015.

Bernstein, JoAnne G; Professor of Emerita of Art History; At Mills 1974–2011.

Bowman, Barbara H; Professor Emerita of Biology; At Mills 1998–2016.

Bowyer, Jane B; Professor Emerita of Education; At Mills 1975–2011.

Brabson, John S; Professor Emeritus of Biochemistry; At Mills 1985–2018.

Brown, Chris: Professor of Music; At Mills since 1988.

Burke, Ken: Professor Emeritus of Film Studies; At Mills 1987–2013.

Donahue, David M: Assistant Professor Emeritus of Education; At Mills 1992–2015.


Fuller, Rebecca: Professor Emerita of Education; At Mills 1954–1993.

Gordon, Bertram M: Professor Emeritus of History; At Mills since 1969.

Greer, Sandra C: Professor Emeritus of Chemistry; At Mills 2008–2015.

Harris, John H: Professor Emeritus of Biology; At Mills 1986–2013.


Lawson, Fred H: Professor Emeritus of Government; At Mills since 1985.


Metcalf, Ann: Associate Professor Emerita of Anthropology; At Mills since 1984.

Micco, Melinda B: Associate Professor of Ethnic Studies; At Mills 1993–2018.

Milford, Mary-Ann: Professor Emerita of Art History; At Mills 1982–2018.


Nathan, Laura E: Professor Emerita of Sociology; At Mills 1982–2005.


Pollock, Sarah: Professor Emerita of Journalism; At Mills since 1987.

Potter, Elizabeth: Professor Emerita of Women’s Studies; At Mills since 1992.


Richert, Anna E: Professor Emerita of Education; At Mills since 1987.


Roth, Moira: Professor Emerita of Art History; At Mills since 1985.

Ruch, John C: Professor Emeritus of Psychology; At Mills 1973–2018.


Ryan, Dan: Professor Emeritus of Sociology; At Mills 1998–2017.

Saxton, Ruth: Professor Emerita of English; At Mills since 1974.


Siekhaus, Elisabeth: Professor Emerita of German Studies; At Mills 1979–2009.

Spiller, Susan C: Assistant Professor Emerita of Biology; At Mills 1988–2014.


Thomas, Ted E: Professor Emeritus of Sociology; At Mills 1965–2002.


Watanabe, June Y: Professor Emerita of Dance; At Mills 1975–2006.

Williams, Bruce B: Professor Emeritus of Sociology; At Mills since 1997.

### COURSES A-Z

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AMERICAN CONSERVATORY (ACT)

ACT 406: Acting Styles (4 Credits)
ACT 414: Physical Theater (3 Credits)
ACT 424: Voice, Verse, and Character (3 Credits)
ACT 434: Cultural Landscapes/Arts Collo (3 Credits)
ACT 454: Performance Making (4 Credits)
ARTS 005: Basic Composition (3 Credits)
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.
**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts

ARTS 007: Three-Dimensional Concepts (1-4 Credits)
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.
**Note(s):** Open to undergraduates only.
**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment
**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts

ARTS 009: Painting (Beginning) (3 Credits)
This course introduces students to the fundamentals of painting through in-class practice, demos and lectures. Students learn many modes of painting, first focusing on observation, still life, "plein air" and figure models, then shifting focus towards individual projects and concept based work. This class explores historical, cultural, social and personal aspects of painting all while developing knowledge and practice of composition, color theory, light logic, scale, surface and illusion. Students gain confidence in the art-making process and become better prepared for further study in art.
**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts

ARTS 011: Contemporary Art: Ideas and Practice (3 Credits)
This interdisciplinary course explores how to integrate form and content and how to select which mediums best suit conceptual ideas. This class will cover preparatory and technical processes involved in creating artworks, including strategies for the pursuit and development of ideas. To foster critical thinking and enhance communication skills, critiques are held at the end of each project. This class will attend art exhibitions and visit artist studios, galleries and lectures to investigate the wide range of subjects available to contemporary artists. Students may work in any medium.
**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment
**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts

ARTS 029: Sculpture 1 (3 Credits)
This course investigates the physical and conceptual processes of sculpture through traditional object making, performance, photography, installation, socially engaged projects, new technologies, and video. Sculpture will be considered in terms of its material, location, situation, and function. Throughout the semester absurdity, improvisation, and refined craftsmanship will be stressed to have students find the right form for their ideas. This course will include intermediate instruction of the wood and metal shops, and digital processes.
**Prerequisite(s):** ARTS 007
**Note(s):** Open to sophomores, juniors, seniors, and graduate students.
**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment

ARTS 043: Darkroom Photography: Making • Engaging (3 Credits)
Photographers are makers and collectors, sociologists and psychologists, community members and tourists. They point with a point of view, make arguments and advocate. Through a critical and imaginative lens, this course will engage students in these perspectives while attending to the physical qualities of light and light-sensitive papers and the apparatus of the camera through their own making. Cameras, related equipment and basic film and paper needs are provided.
**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment

ARTS 044: Digital Photography: Material + Process (3 Credits)
In the culture of the digital image, when photographs can be made and distributed with increasing facility, how does the artist engage critically? Students will explore the potential of digital tools, including scanners, smartphones, DSLRs, editing software, and print production, in a broad visual context that considers social technologies, tools of surveillance, digital kitsch, and self-publishing. Cameras and related equipment, access to Photoshop software, and basic printing needs are provided.
**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment

ARTS 073: Advanced Sculpture (3 Credits)
Advanced Sculpture is the continuation of the fundamentals learned in Sculpture I and allows the student to develop and complete final works to present in critique. This course will be a combination studio class and laboratory, a place for experimentation and thought to figure out the right Form (material/approach/result) for your Concepts and Ideas. After the first assignments, students can generate their own projects and the class will meet as a seminar to discuss their work. Advanced demos and tutorials will be determined by the work produced by the class.
**Prerequisite(s):** ARTS 007 and ARTS 029
**Note(s):** Open to undergraduates only. Open to juniors and seniors only.
**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment
ARTS 091: Ceramics (0.5-4 Credits)
Introductory course dealing with conceptual, formal, traditional, and technical issues using clay as the primary medium. The class will feature regularly scheduled demonstrations, slide lectures, 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.

**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts

ARTS 105: Basic Composition (4 Credits)
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.

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts

ARTS 107: Three-Dimensional Concepts (4 Credits)
This course introduces the physical and conceptual processes of working within the 3 Dimensions through the interdisciplinary strategies of working with form, space, and time. Project assignments are structured to introduce tools, methods of construction, and playful intuition to build a vocabulary of hand skills to be applied to both traditional and nontraditional making. This course includes basic casting/mold-making, woodshop and metalshop demonstrations, performance, and digital strategies.

**Prerequisite(s):** ARTS 007

**Note(s):** Open to undergraduates only.

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts

ARTS 109: Painting (Beginning) (4 Credits)
This class introduces students to the fundamentals of painting through in-class practice, demos and lectures. Students learn many modes of painting, first focusing on observation, still life, “plein air” and figure models, then shifting focus towards individual projects and concept based work. This class explores historical, cultural, social and personal aspects of painting all while developing knowledge and practice of composition, color theory, light logic, scale, surface and illusion. Students gain confidence in the art-making process and become better prepared for further study in art.

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts

ARTS 110: Photography: Seeing + Knowing (4 Credits)
What is the link between seeing and knowing? How does it relate to right and wrong, truth and lies? And what does it mean for an image to be effective? This course questions the spectacle and the clinical gaze, the voyeur and the witness, as we investigate ways of seeing. This course is open to image makers and those interested in visual literacy. Course content includes creative work, topical readings, class discussion, and visits with contemporary artists and thinkers. Cameras and related equipment, access to Photoshop software, and basic printing needs are provided.

**Prerequisite(s):** ARTS 043 or ARTS 143 or ARTS 145

**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts

ARTS 111: Contemporary Art: Ideas and Practice (4 Credits)
This interdisciplinary course explores how to integrate form and content and how to select which mediums best suit conceptual ideas. This course will cover preparatory and technical processes involved in creating artworks, including strategies for the pursuit and development of ideas. To foster critical thinking and enhance communication skills, critiques are held at the end of each project. This class will attend art exhibitions and visit artist studios, galleries and lectures to investigate the wide range of subjects available to contemporary artists. Students may work in any medium.

**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts

ARTS 113: Photography: Pictures, Things + Meanings (4 Credits)
This course is open to image makers and those interested in visual literacy. Course content includes creative work, topical readings, class discussion, visits with contemporary artists and thinkers. Cameras, related equipment, access to Photoshop software, basic printing needs are provided.

**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts

ARTS 117: Photographic Structures (4 Credits)
We live in a culture of the copy in which we make and dispatch images with an increasing degree of facility. This course will explore the effects of reproduction and mass communication, the ways that technology extends, augments, or amplify the senses, how camera vision effects what the way we see, and the expanding sites in which images might live. Course content includes creative work, topical readings, class discussion, visits with contemporary artists and thinkers. Cameras and related equipment, access to Photoshop software, and basic printing needs are provided.

**Prerequisite(s):** (ARTS 043 and ARTS 143) or ARTS 145

**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts
ARTS 129: Sculpture 1 (4 Credits)
This course investigates the physical and conceptual processes of sculpture through traditional object making, performance, photography, installation, socially engaged projects, new technologies, and video. Sculpture will be considered in terms of its material, location, situation, and function. Throughout the semester absurdity, improvisation, and refined craftsmanship will be stressed to have students find the right form for their ideas. This course will include intermediate instruction of the wood and metal shops, and digital processes.
Prerequisite(s): ARTS 007
Note(s): Open to undergraduates only. Open to sophomores, juniors, and seniors only.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment

ARTS 143: Darkroom Photography: Making + Engaging (4 Credits)
Photographers are makers and collectors, sociologists and psychologists, community members and tourists. They point with a point of view, make arguments and advocate. Through a critical and imaginative lens, this course will engage students in these perspectives while attending to the physical qualities of light and light-sensitive papers and the apparatus of the camera through their own making. Cameras, related equipment and basic film and paper needs are provided.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ARTS 144: Digital Photography: Material + Process (4 Credits)
In the culture of the digital image, when photographs can be made and distributed with increasing facility, how does the artist engage critically? Students will explore the potential of digital tools, including scanners, smartphones, DSLRs, editing software, and print production, in a broad visual context that considers social technologies, tools of surveillance, digital kitsch, and self-publishing. Cameras and related equipment, access to Photoshop software, and basic printing needs are provided.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ARTS 145: Digital Photography: Material + Process (4 Credits)
In the culture of the digital image, when photographs can be made and distributed with increasing facility, how does the artist engage critically? Students will explore the potential of digital tools, including scanners, smartphones, DSLRs, editing software, and print production, in a broad visual context that considers social technologies, tools of surveillance, digital kitsch, and self-publishing. Cameras and related equipment, access to Photoshop software, and basic printing needs are provided.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ARTS 147: Installation (4 Credits)
This course explores the trajectory of installation art: inside/outside, private/public space, permanent/ephemeral, interventions, material based, scale, site specific, the set, a space for public engagement, performance, sound, and video. This course is intended for upper-level undergraduate and graduate students who are working within expanded forms of sculpture to give both an advanced understanding of pre-production, from proposals and digital mockups, to production of an installation, including construction, filming, and audio & video installation.
Prerequisite(s): ARTS 007
Note(s): Open to sophomores, juniors, seniors, and graduate students.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts
Instructor Consent Required: Y

ARTS 149: The Artist Using Photography (4 Credits)
Contemporary photography is an expansive field that often augments conceptual practices, whether performative, sculptural, time-based, social, or spatial. This course explores picture-making in tandem with other practices: object forward, site forward, action forward, concept forward. Open to artists working in all media. Course content includes creative work, topical readings, class discussion, and visits with contemporary artists and thinkers. Cameras and related equipment, access to Photoshop software, and basic printing needs are provided.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ARTS 151: Advanced Drawing (4 Credits)
This course provides intermediate and advanced instruction in drawing. There will be continued work with the figure and an exploration of the conceptual and aesthetic possibilities of drawing. This course encourages you to discover and develop a unique partnership between drawing mediums and your imagination, intuition, and experiences by exploring various ways of seeing and drawing, both perceptually and conceptually.
Prerequisite(s): ARTS 005
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ARTS 158: Photography Seminar (4 Credits)
This special topics course will examine key themes connected with current photographic practice and thinking as it relates to 19th, 20th and 21st century image making.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts
ARTS 161: Advanced Painting (4 Credits)
This course is designed to develop additional competence in individual aesthetic style as it may relate to one's cultural, social, and historical background. Furthering technical, conceptual and professional development in painting while considering how one's work relates to history and contemporary modes of making. The course includes concept driven projects, technical demonstrations, group critiques, one-on-one discussions, visiting artists, field trips and special group projects. Student work on personal development of a visual language and specific modes of making.
Prerequisite(s): ARTS 009
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ARTS 164: Advanced Ceramics (4 Credits)
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.
Prerequisite(s): ARTS 091
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment

ARTS 173: Advanced Sculpture (4 Credits)
Advanced Sculpture is the continuation of the fundamentals learned in Sculpture I and allows the student to develop and complete final works to present in critique. This course will be a combination studio class and laboratory, a place for experimentation and thought to figure out the right Form (material/approach/result) for your Concepts and Ideas. After the first assignments, students can generate their own projects and the class will meet as a seminar to discuss their work. Advanced demos and tutorials will be determined by the work produced by the class.
Prerequisite(s): ARTS 007 and ARTS 029
Note(s): Open to undergraduates only. Open to juniors and seniors only.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment

ARTS 180: Special Topics in Studio Art (4 Credits)
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.
Note(s): Open to sophomores, juniors, seniors, and graduate students.
Prerequisite(s): ARTS 189
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ARTS 180B: ST: Texting or How to Write about Contemporary Art (2 Credits)
This workshop style course offers students an extended focus on writing about art, for art majors (though Art History majors are welcome to join in). It will provide hands-on opportunities to view and respond, in verbal and text form, to a wide range of contemporary art on view in the Bay Area. The course will complement senior and MFA level coursework, and serve as preparation for thesis writing, by focusing on art writing style over the course of two semesters. Students will start with a selection of readings including reviews, statements, interviews, exhibition texts, thematic essays.
Prerequisite(s): ARTS 189 (fall) and ARTS 190 (spring) must be completed during the same academic year. Limit 15 students. Open to undergraduates only. Open to juniors and seniors only.
Note(s): ARTS 189 and ARTS 190 must be completed during the same academic year. Limit 15 students.
Note(s): Open to sophomores, juniors, seniors, and graduate students.
Prerequisite(s): ARTS 189
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ARTS 190: Senior Exhibition (2 Credits)
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.
Prerequisite(s): ARTS 189
Note(s): ARTS 189 and ARTS 190 must be completed during the same academic year.
Pass/No Pass Only

ARTS 191: Ceramics (4 Credits)
Introductory course dealing with conceptual, formal, traditional, and technical issues using clay as the primary medium. The class will feature regularly scheduled demonstrations, slide lectures, 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.
Note(s): Students that have taken ARTS 91 can retake Ceramics as 191 and will complete an additional project to fulfill the advanced level of the course. Limit 15 students.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts
ARTS 201: Concentrations in Ceramics, Painting, Photography, Sculpture, Electronic Arts, Video (4-5 Credits)
These courses are devoted to independent studio work, which is reviewed and critiqued by each student's graduate committee. Must be taken each of four semesters.
**Notes:** 1.25 credit option with additional assignment. Limit 10 students. Open to graduate students only.

ARTS 205: Concentrations in Ceramics, Painting, Photography, Sculpture/Intermedia (4 Credits)
This course deals with the concerns of specific media, and its content will vary depending on the instructor. Each medium area will be offered once every two years.
**Notes:** Open to graduate students only.

ARTS 229: Sculpture 1 (4 Credits)
This course investigates the physical and conceptual processes of sculpture through traditional object making, performance, photography, installation, socially engaged projects, new technologies, and video. Sculpture will be considered in terms of its material, location, situation, and function. Throughout the semester absurdity, improvisation, and refined craftsmanship will be stressed to have students find the right form for their ideas. This course will include intermediate instruction of the wood and metal shops, and digital processes.
**Prerequisite(s):** ARTS 007
**Notes:** Open to graduate students only.

ARTS 247: Installation (4 Credits)
This course explores the trajectory of installation art: indoors / outdoors, private /public space, permanent /ephemeral, material based, scale, site specific, the set, a space for public engagement, performance, sound, & video. This course is intended for upper-level undergraduates and graduate students working within expanded forms of sculpture to give them both an understanding of pre-production, from proposals and digital mockups, to production of an installation, including construction, filming, and audio & video installation. Students will realize individual and collaborative projects.
**Prerequisite(s):** ARTS 007
**Notes:** Open to graduate students only.

ARTS 280: Special Topics (4 Credits)

ARTS 287: Topics in Contemporary Art (3 Credits)
The course explores the multifaceted world of contemporary art. A broad array of current artists and their work will be presented and discussed.
**Notes:** Open to graduate students only.

ARTS 288: Contemporary Art and Critical Thinking (4 Credits)
This graduate course focuses on contemporary art in its theoretical, historical, and critical aspects.
**Notes:** Open to graduate students only.

ARTS 291: Graduate Seminar (3 Credits)
The graduate seminar is required for all first-year students. It is designed to foster a thoughtful investigation on a student’s studio practice through studio visits / critiques, reading of philosophical and theoretical texts, discussions, research presentations, and guest speakers. Must be taken twice in the first year.
**Notes:** Open to graduate students only.

ARTS 293: Degree Exhibition and Artist Statement (1 Credits)
The exhibition in the Mills College Art Museum and the artist’s statement complete the degree requirements. Must be taken twice in the second year.
**Notes:** Open to graduate students only.
**ART HISTORY (ARTH)**

**ARTH 018: Introduction to Western Art I (3 Credits)**
This survey course explores major developments in the history of western art from prehistory through the early Renaissance. We will focus particular attention on questions of continuity and change in visual culture, asking how and why western artists innovated upon, borrowed from, transformed, or rejected the visual tradition of their predecessors and contemporaries.

**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment, International Perspectives

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts, Historical Perspectives

**ARTH 019: Introduction to Western Art II (3 Credits)**
This survey course introduces students to the history of western art from the Renaissance through the twentieth century. We will explore the style, function, and meaning of western art in context, examine the development of new genres and techniques, and discuss art theory and criticism.

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts, Historical Perspectives

**ARTH 034: Museum Studies Workshop (3 Credits)**
This course will engage students in questions about the role of art museums as well as conceptual and logistical aspects of 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 with an accompanying student researched and written exhibition catalogue.

**Prerequisite(s):** ARTH 019

**Note(s):** Students should have previous exposure to modern or contemporary art. Limit 6 students. Open to undergraduates only. Open to juniors and seniors only.

**Instructor Consent Required:** Y

**ARTH 040: AFRICAN AMER WOMEN ARTISTS (0.25-1.25 Credits)**

**ARTH 046: IP:AFRICAN AMERICAN ART (0.25-1.25 Credits)**

**ARTH 081: Introduction to Asian Art: India, Nepal, and Tibet (3 Credits)**
Early Indian art celebrates Buddhism and Hinduism. The Buddhist stupas at Sanchi and the cave temples at Ajanta are studied, and the complex Buddhist theology that comprises the Nepalese and Tibetan Buddhist world culminates in the making of mandalas. The development of temple architecture and sculpture made for the Hindu gods at Elephanta, Ellora, and Mamallapuranam, and the mediaeval temples at Khajurao and Orissa are studied. Hindu theology and the development of Buddhism and Jainism is studied in order to understand the meaning and purpose of early Indian art.

**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment, International Perspectives

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts, Historical Perspectives, Multicultural Perspectives

**ARTH 082: Introduction to Asian Art: China (3 Credits)**
Recent archaeological excavations in China are providing new evidence for reinterpreting the past. In this course we study ancient bronze vessels and jades unearthed from Shang and Zhou tombs, and ceramic armies from the Qin and Han periods. Buddhist art and the role of priests and merchants who travelled the Silk Road, and Calligraphy and scroll paintings from the Six Dynasties to the Sung and Yuan periods are studied. The teachings of Confucian and Taoist philosophy are studied in order to understand how these belief systems inform the cultural and aesthetic values of China.

**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment, International Perspectives

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts, Historical Perspectives, Multicultural Perspectives

**ARTH 121: The Italian Renaissance (4 Credits)**
This course selectively examines the visual culture of the Italian Renaissance in central Italy, focusing on major developments in Italian painting, sculpture, and architecture between 1400 and the 1580s in Florence and Rome. We will take a genre-based approach, closely linking the form of objects with their function and meaning within contemporary Italian society. Artists discussed include Masaccio, Sandro Botticelli, Donatello, Leonardo da Vinci, Michelangelo, Raphael, Parmigianino, Jacopo Pontormo, Agnolo Bronzino, Benvenuto Cellini, Giambologna, Giulio Romano, and many others.

**Note(s):** First Year students may enroll with approval of instructor and academic advisor. Limit 18 students.

**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts, Historical Perspectives

**ARTH 122: Art in Venice between East and West (4 Credits)**
The Republic of Venice was a cultural crossroads between east and west. This course introduces students to the splendor of Venetian visual culture between the ninth and the seventeenth centuries, emphasizing the ways in which the Republic drew from both eastern and western artistic traditions to craft and reinforce an image of itself as a miraculous, eternal, and devout city. Key artists include the Bellini, Carpaccio, Titian, Tintoretto, and Veronese. Assignments will encourage students to develop their own visual, critical, rhetorical, interpretive, and creative skills.

**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment, International Perspectives

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts, Historical Perspectives

**ARTH 123: Northern European Art (4 Credits)**
This course examines the art of northern Europe from about 1350 to 1580, focusing on painting and print-making in Germany and the Low Countries. We will explore developments in artistic technologies (oil painting, new print-making techniques, the development of paper) and discuss key themes raised in the scholarship of northern art, such as art and religious reform; illusionism; and the representation of women.

**Meets the following Core requirements:** Critical Analysis, Create, Innovate & Experiment, International Perspectives

**Meets the following Gen Ed requirements:** Creation and Criticism in the Arts, Historical Perspectives
ARTh 124: Baroque Art in Europe (4 Credits)
Despite war and religious upheaval, the seventeenth century in Europe was a period of remarkable cultural flourishing and new artistic opportunities. Focusing on painting in Italy, Spain, and the Netherlands, this course examines European visual culture in the age of Caravaggio, Artemisia Gentileschi, Rembrandt van Rijn, Johannes Vermeer, Diego Velázquez, and Peter Paul Rubens. Themes will include the changing status of the artist, creative opportunities for women, theories of artistic achievement in the 17th century, and the development of new genres like landscape and still life.

Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment, International Perspectives
Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives

ARTh 125: The Art of Coexistence: Jewish, Islamic, and Christian Art in Medieval Spain (0.25-1.25 Credits)
This course explores the visual culture of medieval Spain, from the age of Muslim rule through the Christian re-conquest of the Iberian peninsula. We will study painting, illuminated manuscripts, architecture, and sculpture produced by Sephardic Jews, Muslims, and Spanish Christians. A major theme of the course is the use of the visual arts to define self versus “other” in a diverse society; as we move from an age of tolerance to one of tumult and forcible expulsion, how did the peoples of medieval Spain use art to shape their identities, to delimit communities, and to define one another?

Meets the following Core requirements: International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: International Perspectives, Multicultural Perspectives

ARTh 134: Museum Studies Workshop (4 Credits)
This course will engage students in questions about the role of art museums as well as conceptual and logistical aspects of 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 with an accompanying student researched and written exhibition catalogue.

Prerequisite(s): ARTH 019
Note(s): Students should have previous exposure to modern or contemporary art. Limit 6 students. Open to undergraduates only.
Instructor Consent Required: Y

ARTh 137: Art of the 20th Century (4 Credits)
The course explores primarily European and American art beginning in pre-war Paris, Moscow, Munich, Milan, Vienna, London, and New York. Internationally, artists were confronted with the possibilities of abstraction. World Wars 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.

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives

ARTh 138: Contemporary Art (3 Credits)
After WWII, the visual arts rapidly diversified in their forms, concerns, makers, and audiences. This course tracks art’s relationship to the Cold War and decolonization; liberation movements including feminism, Black Power, 1968 student/worker strikes and anti-apartheid; postmodernist critiques of culture under capitalism and politics of representation; the AIDS crisis and queer theory; and rise of networked globalism. We’ll study key chapters in the U.S., Latin America, Europe, East Asia, and Africa from 1950s abstract painting to 1970s body art to 21st century photography.

Meets the following Core requirements: International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ARTh 139K: History of Performance Art (0.25-1.25 Credits)

ARTh 171: American Built Environment (0.25-1.25 Credits)

ARTh 176: HIST EUROPEAN PRINTMAKING (0.25-1.25 Credits)

ARTh 179: DIRECTED RESEARCH (0.25-1.25 Credits)

ARTh 180: Special Topics in Art History (4 Credits)
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.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

ARTh 180A: Visual Arts of the United States, 1830-1945 (3 Credits)
This course explores art in the U.S. in a period of rapid modernization. We consider how artists engaged the forces and anxieties of nation-building, westward expansion, Native-Euro contact, war, urbanization, industrialization, new class structures, mass communication, and consumer culture. The status of women, minorities, and immigrants as citizens and artists are a major focus. Taking a broad view of visual culture (murals, easel painting, sculpture, monuments, parks, architecture, urbanism, prints, photography), we examine artists’ efforts to define “American” art and culture.

Meets the following Core requirements: Race, Gender & Power
Meets the following Gen Ed requirements: Women and Gender

ARTh 180B: Art in Latin America and the Caribbean (3 Credits)
This course examines the art of ancient, colonial, and modern Latin American and the Caribbean. We address early contact between Europeans and indigenous cultures in Central and South America and the Caribbean; analyze how images served as powerful catalysts reflecting and constructing ideas of politics, religion, race, and gender; explore the independence era of the 19th century and the growing internationalism of the 20th; and consider the regionally specific developments of modernismo and the avant-garde. Field trips include SF MOMA, the de Young Museum, and Diego Rivera’s murals.

Meets the following Core requirements: Create, Innovate & Experiment, International Perspectives
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment, International Perspectives, Written and Oral Communication II

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives, Multicultural Perspectives

ARTH 183: Advanced Seminar in Art History (4 Credits)
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.
Note(s): Open to sophomores, juniors, seniors, and graduate students.

ARTH 185: Painting of China (4 Credits)
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.
Note(s): Open to undergraduates only. Open to juniors and seniors only.

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives

ARTH 186: Japanese Painting and Prints (4 Credits)
The Tale of Genji and Heian court paintings, writing, and poetry are studied as they reveal the persistence of tradition and the development of an aesthetic that prevails in Japan’s visual arts. Ukiyo-e, woodblock prints of the Floating World, that reflected the popular tastes of Edo’s merchants, and stood in stark contrast to the refined tastes of the court, are studied in depth, together with contemporary literary works such as the samurai drama, Chushingura. Pureland Buddhism and Shinto are studied in order to understand the spiritual significance of Japanese aesthetic expression.

Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment, International Perspectives

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives

ARTH 188: Early Japanese Art (4 Credits)
Shinto art and architecture is studied with a focus on the shrines at Ise and Izumo. In contrast early Chinese style Buddhist temples of Nara and Kyoto, and later Shingon temples of the Heian period are studied. The introduction from China of Ch’ an Buddhism, known as Zen Buddhism in Japan, had a profound effect upon the aesthetic tastes of the court, and especially upon ink paintings, raku ceramics, gardens, and the highly ritualized Cha-no-yu, tea ceremony. Shinto and Zen Buddhism are studied in order to understand the spiritual foundations of Japanese aesthetic expression.

Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment, International Perspectives

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives

ARTH 190: Gender and Sexuality in Contemporary Art (4 Credits)
This seminar explores two interrelated topics: how women artists revolutionized a male-dominated art world in the past 50 years, and how gender and sexuality became central themes of contemporary art. Starting with the late 1960s, we will study: feminism’s intersections with conceptual art, minimalism, postmodernism, and social practice art; the constant renovation of painting, sculpture, and photography through feminist and queer perspectives; and the profound cultural effects of the reimagining of gender, sexuality, and identity in contemporary art and art scholarship.
Note(s): First year students may enroll with the instructor’s consent. Limit 18 students. Open to sophomores, juniors, seniors, and graduate students.

Meets the following Core requirements: Critical Analysis, Race, Gender & Power

Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ARTH 191: Seminar: Contemporary Art of Asia (4 Credits)
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.

Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment, International Perspectives, Written and Oral Communication II

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives, Multicultural Perspectives

ARTH 192: Seminar: Gender and the Western Visual Tradition (4 Credits)
This seminar explores how ideas about gender and gender roles influenced the form and production of Western art. We will interrogate connections between representation and notions of masculinity/femininity, motherhood, beauty, and sin; and reconsider women artists’ oeuvres in light of gender theory and feminism. Case studies will explore how our chosen methodology may radically alter our understanding of a work of art and the culture that produced it. While the course focuses on medieval, Renaissance, and Baroque art, students’ individual projects may be drawn from a wider time period.
Note(s): First year students may enroll only with permission of the instructor. Limit 18 students. Open to sophomores, juniors, seniors, and graduate students.

Meets the following Core requirements: Critical Analysis, Race, Gender & Power

Meets the following Gen Ed requirements: Creative, Critical Analysis, Race, Gender & Power

ARTH 193: Seminar: The Image and the Law (4 Credits)
This is a seminar intended to develop students’ critical thinking, writing, and research skills through the close examination of case studies of art and the law. We will consider both domestic and international issues that impact the visual arts, such as freedom of expression, copyright and intellectual property, public funding for the arts, and cultural heritage.
Note(s): Open to sophomores, juniors, seniors, and graduate students.

Meets the following Core requirements: Critical Analysis, Written and Oral Communication II

Meets the following Gen Ed requirements: Historical Perspectives
ARTh 199: Critical and Theoretical Approaches to the History of Art (4 Credits)
This seminar explores the historical development of art history, criticism, and theory by studying selected examples of scholarly writings on the history of art. We will examine various approaches including formalist, iconographic, social, Feminist, queer, and Marxist interventions in the history of art. This course serves as the capstone course in the art history major, but is also open to other students who wish to study a variety of interpretive and critical approaches to art and interpretation.

*Note(s):* Required for senior art history majors; open to juniors and seniors from other disciplines with the consent of the instructor. Limit 15 students. Open to undergraduates only. Open to juniors and seniors only.

*Meets the following Core requirements:* Critical Analysis, Race, Gender & Power, Written and Oral Communication II

*Meets the following Gen Ed requirements:* Historical Perspectives

ARTh 239K: History of Performance Art (0.25-1.25 Credits)

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.

*Note(s):* Open to graduate students only.

ARTh 286: Japanese Painting and Prints (4 Credits)

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.

*Note(s):* Open to graduate students only.

ARTh 293: Seminar: The Image and the Law (4 Credits)

This is a seminar intended to develop students' critical thinking, writing, and research skills through the close examination of case studies of art and the law. We will consider both domestic and international issues that impact the visual arts, such as freedom of expression, copyright and intellectual property, public funding for the arts, and cultural heritage.

*Note(s):* Open to sophomores, juniors, seniors, and graduate students.
BIOCHEMISTRY (BIOC)

BIOC 110: General Biochemistry (4 Credits)
A study of central biochemical principles and the chemical changes that take place in living systems that are governed by these principles. Topics include: amino acid chemistry, protein folding and activity, catalysis and kinetics, selected metabolic pathways and their regulation, the biochemistry of carbohydrates, lipids, and the nucleic acids. Lecture (4 per week).
Prerequisite(s): CHEM 108
Note(s): Open to graduate students only.

BIOC 141: Protein Chemistry and Enzymology (3 Credits)
A study of protein structure with emphasis on the chemical constraints on structure, the chemical forces that stabilize various structures, and how different protein structures support specific biochemical functions. These functions include facilitating changes in covalent structure or binding of other molecules by proteins. Models for regulation of catalytic activity and/or molecular association are examined. Protein functions are also examined in the context of metabolic and regulatory pathways.
Prerequisite(s): CHEM 106 and CHEM 018
Note(s): Open to sophomores, juniors, seniors, and graduate students.

BIOC 142: Metabolism and Proteomics (3 Credits)
A study of metabolic pathways, the relationships among them, the regulation of flux through these pathways, and constraints on pathways at the level of organ and organism. Both biosynthetic and biodegradative pathways will be examined; limited treatment of polymerization reactions. Pathways will be placed in the context of cells’ proteomes.
Prerequisite(s): BIOC 141
Note(s): Open to sophomores, juniors, seniors, and graduate students.

BIOC 143: Analytical Biochemistry (3 Credits)
A study of the laboratory tools and techniques of biochemistry; an examination of the chemical and physical principles that underlie these techniques. The techniques include those related to chemical and biochemical reactivity, separation of biological molecules, and the spectroscopic study of these molecules.
Prerequisite(s): BIOC 141
Note(s): BIOC 141 may be either a prerequisite or a corequisite depending on semester offered. Limit 12 students. Open to sophomores, juniors, seniors, and graduate students.

BIOC 179: Directed Research (1-3 Credits)
BIO 001: General Biology I with Lab (4 Credits)
Principles of biological science underlying the structure and function of living things. Lecture, laboratory, and discussion section. Cells and organelles, enzymes, metabolism, photosynthesis, mitosis and meiosis, genetics, gene expression and its regulation, population genetics, and evolution.
Prerequisite(s): CHEM 017 and CHEM 018
Note(s): CHEM 017 may be taken concurrently by students who have successfully completed CHEM 004, or who are juniors, seniors, or post-baccalaureate students; or who have AP credit in chemistry and biology, passing scores on the biology and chemistry placement exams and permission of the instructor. This course not recommended for non-science majors.

BIO 002: General Biology II with Lab (4 Credits)
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, fungi, plants, and animals using comparative anatomy, morphology, physiology, and development.
Prerequisite(s): BIO 001 or BIO 004
Note(s): Prerequisites: BIO 001 or BIO 004 or permission of the instructor. This course not recommended for non-majors.
Meets the following Gen Ed requirements: Natural Sciences

BIO 010N: Introductory Biology for Health Sciences (4 Credits)
Introduces the fundamental concepts of cell chemistry and structure, biochemistry, genetics, evolution, and transformations of energy and matter central to understanding health sciences. Students will be exposed to scientific thinking and conduct their own experiments in the laboratory. This course will give students the tools to understand biology in the context of human health, and current events.
Note(s): Pre-Nursing students and PHHE majors. Other undergraduates need permission of instructor. Limit 30 students. Open to undergraduates only. Open to juniors and seniors only.
Meets the following Core requirements: Scientific Inquiry
Meets the following Gen Ed requirements: Natural Sciences

BIO 011N: Human Anatomy for Nurses (4 Credits)
Study of the organs and tissues of the human body. Emphasis will be placed on the relationship between anatomical structures and their biological functions. Students should have had high school biology and chemistry. Students without this preparation should enroll in BIO 004.
Note(s): This course is open to nursing students only. Others may request enrollment by contacting instructor. Limit 30 students.

BIO 031N: Human Anatomy for Nurses (4 Credits)
Study of the organs and tissues of the human body. Emphasis will be placed on the relationship between anatomical structures and their biological functions. Students should have had high school biology and chemistry. Students without this preparation should enroll in BIO 004.
Note(s): This course is open to nursing students only. Others may request enrollment by contacting instructor. Limit 30 students.

BIO 033: Genetics: Human Aspects (3 Credits)
Our lives are surrounded by genetics: on TV, on the internet, and discussed among our families. We regularly talk, and sometimes vote, about stem cells, the use of DNA in court and the production of recombinant proteins, such as insulin and growth hormones. This class will discuss many of these concepts and increase understanding of the science behind genetic disease: the implications of recombinant DNA genetic engineering; the accessibility of the human genome; and the social, legal, and ethical implications raised by the emerging technologies.
Note(s): Open to undergraduates only.
Meets the following Core requirements: Critical Analysis, Scientific Inquiry
Meets the following Gen Ed requirements: Natural Sciences

BIO 034N: Human Physiology for Nurses (4 Credits)
The study of the functions of major organs and organ systems. The course emphasizes integration and aspects of regulation of physiological processes.
Prerequisite(s): CHEM 037N
Note(s): This course is open to nursing students only. Limit 30 students. Open to undergraduates only.

BIO 041N: Microbiology for Nurses (4 Credits)
A fundamental background that will be applicable to the care of infectious patients, to the control of microbial diseases and an understanding of microorganisms. Emphasis is placed on microscopy, medical microbiology, epidemiology, biotechnology, growth and control of bacteria and viruses, immune systems, and health aspects of microbiology. The laboratory will focus on aseptic technique, identification, microscopic study of bacteria, control of microbial growth, and diagnostic immunology.
Prerequisite(s): CHEM 004
Note(s): This course is open to nursing students only. Limit 24 students. Open to undergraduates only.

BIO 047N: Introduction to Statistics and Analytical Methods for Nurses (3 Credits)
Quantitative methods for nurses with an emphasis on applications and statistical reasoning.
Note(s): Course is open to nursing students only. Limit 25 students. Open to undergraduates only.

BIO 049: Evolution for Future Presidents (3 Credits)
In On the Origin of Species (1859), Charles Darwin proposed the theory of evolution, a theory of fundamental importance to all citizens. In this seminar, we will establish the historical and scientific context in which this book was written and published. We will read selected chapters of the Origin along with supporting materials, exploring Darwin’s arguments as they applied when originally made, and as they are understood today, given 150 years of advances in genetics, biogeography, and paleontology. The class will be both discussion- and activity-based.
Meets the following Core requirements: Scientific Inquiry
Meets the following Gen Ed requirements: Natural Sciences

BIO 055: The Ecology of Plants for Non-majors (3 Credits)
An exploration of the ecology of plant form, function and diversity across the globe. Topics include pollination, herbivory, seed predation and dispersal, and the effect of diversity on the stability of ecosystems. Lecture with some experiments in the Botanic Garden and work at the Urban Farm.
Prerequisite(s): CHEM 004
Note(s): The only prerequisite for this class is a genuine interest in plants, whether from an agro-ecological perspective, an interest in conservation or basic science. Limit 20 students.
Meets the following Core requirements: Critical Analysis, Scientific Inquiry, Written and Oral Communication I
Meets the following Gen Ed requirements: Natural Sciences, Quantitative and Computational Reasoning, Written Communication
BIO 100: Microbiology (4 Credits)
A study of the diversity, genetics, physiology, and ecology of microorganisms, with a particular focus on bacteria and viruses. Emphasis is placed on their growth and reproduction both in natural and artificial environments. Topics include cell structure, mechanisms of energy generation, metabolic regulation, growth and control of microbial growth, viral replication, environmental relationships, microbial diseases, and applied microbiology. The laboratory will focus on aseptic technique, identification, microscopic study of bacteria, and control of microbial growth.
Prerequisite(s): BIO 001
Meets the following Core requirements: Critical Analysis, Written and Oral Communication II
Meets the following Gen Ed requirements: Written Communication

BIO 125: Principles of Ecology (4 Credits)
Ecology is the study of the relations between organisms and their natural environments. The goal of this course is to introduce students to ecological theory and empirical evidence in an effort to explain processes operating at multiple levels of organization. Levels span from individuals to populations, communities, and ecosystems. The course provides students with breadth in ecological principles spanning all of these levels, and challenges students to conduct directed research projects in the Bay Area to test their own hypotheses in an effort to explain observed ecological patterns.
Prerequisite(s): BIO 002
Note(s): Will not be offered in 2018-2019.
Meets the following Core requirements: Create, Innovate & Experiment, Quantitative Literacy, Written and Oral Communication II

BIO 133: Molecular Cell Biology (4 Credits)
A study of the cell at the molecular level, including cellular organization and function, how cells communicate intra- and intercellularly, and how cellular processes are investigated. Lecture and laboratory.
Prerequisite(s): BIO 001 and BIOC 141
Note(s): Prerequisites: BIO 001 and BIOC 141 or permission of instructor. Recommended courses: BIO 135. Open to juniors, seniors, and post-baccalaureate students. Limit 24 students.

BIO 135: Genetics (4 Credits)
This course focuses on current techniques and strategies for working with and studying genes and genomes. The course also discusses what has been learned thus far about genes and genomes, and non-research applications of the techniques and strategies. Within the context of these subjects, the course aims to provide skill development in the areas of experimental design and analysis, reading of scientific literature, and genetics laboratory techniques. Lecture, laboratory, and workshop.
Prerequisite(s): BIO 001

BIO 135Y: Genetics (0.75 Credits)

BIO 136: Developmental Biology (4 Credits)
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, and induction and regulation of gene expression. Lecture and laboratory.
Prerequisite(s): BIO 001 and CHEM 017

BIO 144: Animal Behavior (3 Credits)
This course is an introduction to the fundamental principles of how and why animals behave in the ways in which they do. It will focus on understanding the development, mechanisms, ecological function, and evolutionary origins of behavioral traits. Topics include learning, neural and genetic mechanisms, hormonal actions, evolutionary adaptations, life history strategies, survival, foraging, habitat selection, communication, reproduction, sexual selection, mating systems, parental care, social behavior, cooperation, human behavior, and applied animal behavior.
Prerequisite(s): BIO 001 and (BIO 002 or PSYC 049)
Note(s): Student-led discussion of the primary literature is a major focus of this course and therefore requires that the class remains small to ensure high-quality discussions. Limit 20 students.
Meets the following Core requirements: Critical Analysis, Written and Oral Communication II
Meets the following Gen Ed requirements: Written Communication

BIO 148: Evolution (3 Credits)
This course covers major concepts of evolutionary biology including population genetics, speciation, the origin of adaptations, the history of life, phylogenetic analysis, and the historical background of evolutionary theory.
Prerequisite(s): BIO 001 and BIO 002
Note(s): Students with a record of strong performance in Biology 001 may take Evolution concurrently to Biology 002, with prior written consent of the instructor. Limit 20 students. Open to undergraduates only. Open to sophomores, juniors, seniors, and graduate students.

BIO 149: Conservation Biology (4 Credits)
Quantitative treatment of the central concepts in ecology as applied to complex conservation problems. Topics include: mathematical modeling of single populations and species interactions; stochastic and deterministic processes of extinction; demographic modeling and Population Viability Analyses of small, isolated or declining populations; conservation genetics; community-level causes and consequences of the decline of single species; design of effective conservation plans using quantitative approaches. Lecture with lab (conducting PVAs; discussing peer-reviewed literature; field trips).
Prerequisite(s): BIO 125 or BIO 135 or BIO 148
Note(s): Occasionally sophomores will have the prerequisites for this course. Sophomores (but not juniors or seniors) should consult with the professor before registering. Limit 20 students. Open to undergraduates only. Open to sophomores, juniors, and seniors only.
Meets the following Core requirements: Critical Analysis, Quantitative Literacy, Written and Oral Communication II
Meets the following Gen Ed requirements: Written Communication

BIO 153: Human Physiology (3 Credits)
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.
Prerequisite(s): BIO 001 and BIO 002 and CHEM 018
**BIO 155: Plant Ecology (4 Credits)**
An exploration of the ecology of plant form, function, distribution, abundance and diversity across the globe. Topics include ecophysiology, pollination ecology, herbivory, seed predation and dispersal; diseases; disturbance and succession; the effect of diversity on stability and productivity. Lecture with lab, experiments and field trips.

**Prerequisite(s):** BIO 002

**Note(s):** On occasion sophomores may have completed BIO 002 and may enroll in this course with instructor permission. Limit 20 students. Open to undergraduates only. Open to sophomores, juniors, and seniors only.

**Meets the following Core requirements:** Create, Innovate & Experiment, Quantitative Literacy, Written and Oral Communication II

**Meets the following Gen Ed requirements:**

**BIO 158: Marine Biology (4 Credits)**
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. Lecture and laboratory.

**Prerequisite(s):** BIO 001 and BIO 002

**Meets the following Core requirements:**

**BIO 161: Vertebrate Biology (4 Credits)**
Anatomy, evolution, physiology, behavior, ecology, and natural history of the various classes of the vertebrates. Lecture and laboratory.

**Prerequisite(s):** BIO 001 and BIO 002

**BIO 175: Neurobiology (4 Credits)**
The biological basis of nervous system function: how the concerted activities of molecules working together in signaling pathways and cells working together in neural circuits give rise to the transduction of sensory information, information processing and storage, and the direction of motor activity. Topics include mechanisms of cellular communication, the nature of information coding in various neural circuits, nervous system development, and molecular mechanisms of learning and memory. Lecture, lab, and discussion section.

**Prerequisite(s):** BIO 001 and BIO 002

**BIO 179: Directed Research (1-3 Credits)**

**BIO 180A: Community-based conversation in a biodiversity hotspot: Ecuador (3 Credits)**
This course will focus on the ecology and conversation of the Ecuadorian cloudforests, of the most diverse areas in the world. Topics include tropical ecology, reserve design, and the economics and ethics of ecotourism. This immersive course based in Ecuador will be a combination of discussion, experiential learning in the field, and service work with members of a community conservation consortium. Students will apply an understanding of tropical ecology to the challenges of conservation and take an interdisciplinary approach to evaluating the success of such programs.

**Prerequisite(s):** BIO 002

**Note(s):** In some cases, sophomores will have the relevant background for this course and may register with consent of the instructor. Students must be able to travel internationally and be comfortable working or hiking outside in nature reserves for 6 – 8 hours per day. No Spanish language skills are required. Limit 12 students. Open to undergraduates only. Open to sophomores, juniors, and seniors only.

**Meets the following Core requirements:** Critical Analysis, Community Engagement, Scientific Inquiry

**Meets the following Gen Ed requirements:**

**BIO 181: Immunology (4 Credits)**
A study of the complex set of reactions between the molecules and cells that comprise the immune system. This includes the physical, chemical, and physiological characteristics of the components of this system as well as the malfunctions that can occur (autoimmune diseases, hypersensitivities, etc.). Lecture and laboratory.

**Prerequisite(s):** BIO 001

**Meets the following Core requirements:**

**BIO 191: Senior Seminar (4 Credits)**
Designed to help senior major students attain proficiency in scientific analysis, writing, and oral presentation. Guides preparation of the senior thesis. The senior thesis may be focused on presentation of a student’s faculty-supervised, original research, or may be a comprehensive analysis of published literature on a biological topic.

**Prerequisite(s):** BIO 125 or BIO 148 or BIO 135

**Note(s):** Students are required to take either BIO 125 or BIO 148 or BIO 135 AND one upper-division Biology Department course before taking BIO 191. Limit 30 students.
BOOK ART (BOOK)

BOOK 027: Introduction to Book Art (4 Credits)
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.

Note(s): Enrollment priority given to first-year and sophomore students, and junior transfers. No auditors. Limit 12 students. Open to undergraduates only.

Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

BOOK 033: Introduction to Printmaking (3 Credits)
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.

Note(s): No auditors Limit 12 students.
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

BOOK 1 13: Creating Books/Creating Art: Artists’ Books as Social Practice (3 Credits)
What does it mean to make books as art? How does social practice influence the content and form of artists’ books? We will explore contemporary artists’ books through the dynamic of social practice, with a focus on the intersections of gender, race, ethnicity and internationality. Students will create artists’ books that reflect this study, and develop one or more exhibitions or performances that allow for public examination and critique. We will work extensively with artists’ books from our library’s Special Collections. Field trips, guest artists.

Note(s): No auditors Limit 15 students.
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

BOOK 117: Visible Language (4 Credits)
This course explores the language of type and its relevance to students’ own written and visual creations. We will examine contemporary trends in visual poetics and legibility, and study the history of writing and type. We will learn about the avant garde period, and students will research the history of written language from their cultural backgrounds. In the studio students will learn both traditional letterpress printing and experimental and improvisational techniques as they produce works on paper. Workshops, guest artists, and field trips will be included.

Note(s): No auditors Limit 12 students.
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

BOOK 120: The Structure of Books (4 Credits)
This course begins with the construction of several traditional hardcover 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 basic box construction and methods of surface decoration. Students will also learn how to design and create artists’ books using techniques learned in class.

Note(s): No auditors Limit 12 students.
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

BOOK 121: Building the Contemporary Book (4 Credits)
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 hardcover bindings and on to innovative three-dimensional book forms. Students will use various binding methods and simple mark-making methods to explore the structure and content of artists’ books.

Note(s): No auditors Limit 12 students.
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

BOOK 130: History of the Book (3 Credits)
This course provides a historical survey of the book, printing, and publishing primarily in the West. Students will examine major transitions (e.g., manuscript to printed book) and physical aspects (e.g., bookbinding, illustration processes). We will study the book as a technology and the impact of books on society. Digital media, the future of the book, old and new types of reading, and copyright will be examined. The course includes writing and printing demonstrations, guest lectures, and field trips. Seminar format incorporates extensive use of the library’s rare book collection.

Note(s): Pass/No Pass or audit by permission of instructor. Limit 15 students. Open to sophomores, juniors, seniors, and graduate students.
Meets the following Core requirements: Critical Analysis
Meets the following Gen Ed requirements: Historical Perspectives

BOOK 133: Introduction to Printmaking (3 Credits)
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.

Note(s): No auditors Limit 12 students.
Meets the following Gen Ed requirements: Creation and Criticism in the Arts
BOOK 140: The Movable Book: Ideas in Time and Space (4 Credits)

This course explores the artist's book as a time-based medium. What common issues does the book have in relation to other time-based media such as music, film, and performance, and how do they diverge? How can the physical structure of the book be used to draw the reader into a deeply focused viewing experience? Students will learn how to create movable paper mechanisms, how to approach the structured use of time in the book form, as well as how to incorporate three-dimensional book structures and simple image making techniques into their own content for artists' books.

Note(s): This class is available for letter grade or pass/no pass only. No auditors. Limit 12 students. Open to sophomores, juniors, seniors, and graduate students.

Meets the following Core requirements: Create, Innovate & Experiment

Meets the following Gen Ed requirements: Creation and Criticism in the Arts

BOOK 180: Special Topics in Interdisciplinary Book Art (4 Credits)

Exploration of themes and topics outside of the regular curriculum. Topics will vary by the instructor. All courses will include creative projects, reading and discussion. May be repeated for credit when topics differ.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

BOOK 180A: Special Topics (0.25-1 Credits)

BOOK 180AS: Paris in public & private; Voicing innovation in the 1920s (3-4 Credits)

Paris in post-war 1920s was a vibrant center of experimentation. Writers, artists and musicians challenged notions of gender, sexuality and, for U.S. expatriates, American conceptions about race, through their lives and creative work. This hybrid seminar-studio class will combine hands-on work in the book art studios with reading, discussion and the completion of creative projects. We will use the important resources of Mills' Special Collections as a lens into the Modernist movement in art, performance and the 'new world' of printing and publishing by women. Field trips, guest artists

Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment

BOOK 184: Books as Multiples: Publishing on the Letterpress (4 Credits)

What is the connection between content and its physical form? How does meaning shift when its form changes? What does it mean to publish a book? How are form and content linked in your own work? Students will produce books in editions (multiples) in the letterpress studio as well as digitally as we investigate the ways text, image, and print come together in traditional and contemporary books. We will examine the history of print technologies, look at the work of today's independent publishers, and explore the future of the book. Field trips, guest artists, and workshops will be included.

Note(s): No auditors Limit 12 students. Open to sophomores, juniors, seniors, and graduate students.

Meets the following Core requirements: Create, Innovate & Experiment

Meets the following Gen Ed requirements: Creation and Criticism in the Arts

BOOK 213: Artists' Books: Concept, Content, Form (4 Credits)

What are some conceptual building blocks for artists' books? How do form and content interact in their creation? By what critical standards are they judged? To explore these questions students will create their own artists' books. We 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 as an exploration of current professional practice.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

BOOK 217: Visible Language (4 Credits)

This course explores the language of type and its relevance to students' own written and visual creations. We will examine contemporary trends in visual poetics and legibility, and study the history of writing and type. We will learn about the avant garde period, and students will research the history of written language from their cultural backgrounds. In the studio students will learn both traditional letterpress printing and experimental and improvisational techniques as they produce works on paper. Workshops, guest artists, and field trips will be included.

Note(s): No auditors Limit 12 students. Open to graduate students only.

BOOK 220: The Structure of Books (4 Credits)

This course begins with the construction of several traditional hardcover 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 basic box construction and methods of surface decoration. Students will also learn how to design and create artists' books using techniques learned in class.

Note(s): No auditors Limit 12 students.

BOOK 221: Building the Contemporary Book (4 Credits)

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 hardcover bindings and on to innovative three-dimensional book forms. Students will use various binding methods and simple mark-making methods to explore the structure and content of artists' books.

Note(s): No auditors Limit 12 students.

BOOK 230: Artists' Books: Conceptual Approaches (4 Credits)

This course explores the broad range of historical, conceptual and theoretical approaches that encompass the medium of the artist's book. Through readings, close examination of historical and contemporary examples, and hands-on creative projects, we will consider the artists' book as a form and locate it within the broader context of contemporary writing and visual art.

Note(s): Open to graduate students only.

Instructor Consent Required: Y

BOOK 233: Introduction to Printmaking (4 Credits)

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.

Note(s): No auditors Limit 12 students.
BOOK 236: Work in Context: Writing, Book Art, and Public Presentation (4 Credits)
This class will examine the intersection of text, form and visual art in contemporary art and creative writing practice. In addition to exploring the critical literature, students will consider the role of the curator in exhibitions and publishing through a series of visual and written projects and public presentations.

Prerequisite(s): BOOK 230

Note(s): This seminar is open to students in the MFA in Book Art and Creative Writing. Graduate students not in this degree program should apply to the instructor and the program chair. No auditors. Open to graduate students only.

Instructor Consent Required: Y

BOOK 240: The Movable Book: Ideas in Time and Space (4 Credits)
This course explores the artist’s book as a time-based medium. What common issues does the book have in relation to other time-based media such as music, film, and performance, and how do they diverge? How can the physical structure of the book be used to draw the reader into a deeply focused viewing experience? Students will learn how to create movable paper mechanisms, how to approach the structured use of time in the book form, as well as how to incorporate three-dimensional book structures and simple image making techniques into their own content for artists’ books.

Note(s): This class is available for letter grade or pass-no pass only. No auditors. Limit 12 students. Open to sophomores, juniors, seniors, and graduate students.

BOOK 250: Thesis for the MFA Degree (4 Credits)
The thesis supervision is by two-member faculty committee (Book Art and Creative Writing).

Note(s): Book 250 is reserved for graduate students pursuing the MFA in Book Art & Creative Writing. No auditors. Open to graduate students only.

Instructor Consent Required: Y

BOOK 260: The Material Book (4 Credits)
The book is one of the most successful technologies in history, and one of the most invisible. We never ask ourselves how to operate a book, yet a book is one of the most iconic forms in our daily lives. We will investigate the nature of the book as an object through readings, close examinations of both rare and quotidian books housed in Special Collections, and through some hands-on work. We will look at the linkage between the architecture of the book and reading and writing practice, and we will explore contemporary artists’ books, independent publishing, zines and future possibilities.

Note(s): Open to graduate students only.

BOOK 261: Seminar in Professional Practice (1 Credit)
This seminar will prepare students for their professional practice in book art. Topics to be explored include issues concerning the design and production of professional-level work, preparation of a professional portfolio and CV, teaching practicum, approaches to involvement in the book art professional community, and various aspects of running a professional book art studio practice. Students will have the option of doing internships, creative projects (fall only), and prep work for conference presentations and exhibitions.

Note(s): Letter Grade only. No auditors Limit 12 students. Open to graduate students only.

Instructor Consent Required: Y

BOOK 270: Book Art Concentration (2 Credits)
In their third semester students will identify a studio concentration in letterpress, bookbinding or artist’s books. Students in each concentration area will meet together with faculty throughout the semester to support the development of their thesis projects.

Prerequisite(s): BOOK 217 and BOOK 220

Note(s): This course is only open to MFA in Book Art students during the Fall of their second year. Limit 12 students. Open to graduate students only.

Instructor Consent Required: Y

BOOK 275: Bay Area Partnerships (4 Credits)
Students will work with a faculty mentor to identify a Bay Area institution where they will complete a creative or scholarly internship. Students will propose a plan of activities and responsibilities, will complete a contract and will make a final presentation.

Prerequisite(s): BOOK 217 and BOOK 220

Note(s): This course is only open to MFA in Book Art students. Limit 12 students. Open to graduate students only.

Instructor Consent Required: Y

BOOK 280AS: Paris in public & private; Voicing innovation in the 1920s (3-4 Credits)
Paris in post-war 1920s was a vibrant center of experimentation. Writers, artists and musicians challenged notions of gender, sexuality and, for U.S. expatriates, American conceptions about race, through their lives and creative work. This hybrid seminar-studio class will combine hands-on work in the book art studios with reading, discussion and the completion of creative projects. We will use the important resources of Mills’ Special Collections as a lens into the Modernist movement in art, performance and the ‘new world’ of printing and publishing by women. Field trips, guest artists

BOOK 284: Books as Multiples: Publishing on the Letterpress (4 Credits)
What is the connection between content and its physical form? How does meaning shift when its form changes? What does it mean to publish a book? How are form and content linked in your own work? Students will produce books in editions (multiples) in the letterpress studio as well as digitally as we investigate the ways text, image, and print come together in traditional and contemporary books. We will examine the history of print technologies, look at the work of today’s independent publishers, and explore the future of the book. Field trips, guest artists, and workshops will be included.

Note(s): No auditors Limit 12 students. Open to sophomores, juniors, seniors, and graduate students.
MGMT 060: Business and Society (3 Credits)
This course explores the role of business in communities, societies, and cultures. It examines traditional ways in which business can contribute positively, by creating jobs, income, and wealth, and explores how business can have even greater impact by integrating social and environmental responsibility as core values. It also examines the ways that businesses can harm society by focusing narrowly on financial results, failing to consider impacts on key stakeholders, and ethical lapses. Critical thinking and communication skills are emphasized in business case analysis.

Meets the following Core requirements: Critical Analysis, Race, Gender & Power, Written and Oral Communication II

Meets the following Gen Ed requirements: Multicultural Perspectives, Written Communication

MGMT 073: Introduction to Financial Accounting (3 Credits)
Elementary accounting theory, with emphasis on the preparation and interpretation of financial statements.

Crosslisted with: MGMT 214

MGMT 101: People and Organizations (3 Credits)
This course explores how to build workplace communities and contexts (jobs, processes, organizational cultures) that respect individual differences, enable employees and diverse teams to thrive, and foster innovation. This course emphasizes written and oral communication and its role in leadership and management. Students learn to write concise and compelling memos and papers, prepare and present persuasive oral presentations, and effectively use data visualization, powerpoint, and videos. Students hone their critical thinking skills through analysis of business cases.

Prerequisite(s): MGMT 060
Note(s): Prerequisite: MGMT 060 Business & Society Limit 25 students.

Meets the following Core requirements: Critical Analysis, Written and Oral Communication II

MGMT 112: Intermediate Financial Accounting (3 Credits)
This course expands upon the financial accounting concepts and principles developed in the first financial accounting course ECON 073/MGMT 214. It further covers the detailed rules of GAAP, their interpretation, real-world application, and their impact on the readers of the financial statements.

Prerequisite(s): ECON 073
Crosslisted with: MGMT 212

MGMT 115: Managerial Accounting (3 Credits)
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.

Prerequisite(s): ECON 073
Crosslisted with: MGMT 215

MGMT 123: Digital Marketing (3 Credits)
This course introduces and develops the skills for managing digital marketing strategy. Students will learn to create and execute strategy for successful customer engagement using paid, owned and earned digital media platforms. This will include creative strategy and content marketing and methods for measuring and testing campaign effectiveness across digital platforms.

MGMT 127: Negotiations (3 Credits)
The course examines the dynamics that occur before, during, and after negotiations and the theory behind various negotiation approaches. Topics to be addressed will include: claiming versus creating value (also known as distributive and integrative bargaining); preparation strategies; the nature of power; psychological aspects of negotiation; experience and expertise; multi-party/group negotiations; culture and gender; communications and perception; mediation and other alternative dispute resolution systems; working with lawyers; and organizational change and salary negotiations.

Note(s): Open to undergraduates only. Open to juniors and seniors only.

MGMT 128: Governmental Accounting and Nonprofit Accounting (3 Credits)
This course is a comprehensive examination of the basic accounting concepts and practices used in governmental and nonprofit agencies. The course is designed to teach the preparation of financial statements for nonprofit and governmental organizations; the student will gain a thorough understanding of the financial activities of nonprofit and governmental agencies through an analysis of the basic financial statements—specifically, the balance sheet, the income statement, and the statement of cash flows.

Prerequisite(s): ECON 073
Crosslisted with: MGMT 228

MGMT 130: Marketing Management (3 Credits)
Applies the case study method to marketing management and problem solving in a multicultural environment. Teaches methods for managing product positioning, pricing, distribution, and external communications. Examines customer behavior, demand determination, and marketing research. Emphasis is on developing fully integrated marketing programs.

MGMT 133: Marketing Research (3 Credits)
The course is targeted for students who are expecting to be marketing managers or marketing researchers. By the end of the course, students will be able to translate a marketing problem into a feasible research question; understand various types of research that exist and the conditions under which each of them is appropriate; and interpret the results of marketing research to make actionable recommendations for decision makers.

Prerequisite(s): MGMT 130
Note(s): Open to juniors and seniors only. Limit 25 students. Open to undergraduates only. Open to juniors and seniors only.

Meets the following Core requirements: Written and Oral Communication II
MGMT 147: Project Management (3 Credits)
The discipline of project management helps organizations navigate through unpredictable circumstances. This course will cover the strategic dimensions of project management, and emphasize concepts dealing with complexity, uncertainty, and risks for multiple stakeholders. Students will learn how to translate project objectives into statements of work and responsibilities, develop budget projections, and monitor cost and schedule performance. The course will also provide exposure to specific software applications, thus leaving students with a concrete job skill.
Prerequisites: ECON 081
Notes: Open to undergraduates only. Open to juniors and seniors only.

MGMT 170: Nonprofit Management (3 Credits)
Designed for individuals who plan to provide leadership within the nonprofit sector, either as funders, managers, or board members. Provides an overview of the nonprofit sector, followed by several sessions focused on the importance of mission and strategy. Discusses marketing/branding, nonprofit sources of income including fundraising and earned income, governance and nonprofit boards, managerial control and financial statements, organizational evolution and strategic change, and the future of the sector.
Notes: Open to undergraduates only. Open to juniors and seniors only.

MGMT 172: Socially Responsible Business (3 Credits)
This course examines the goals, opportunities, challenges, and impacts of socially responsible business. It examines diverse strategies and organizational models developed for launching, building, and sustaining socially responsible businesses or business initiatives, ranging from corporate and mid-size companies to hybrid ventures. While the scope of the course encompasses the four pillars of socially responsible business – people, communities, planet, and profits – emphasis is given to efforts to generate positive economic and social impacts on people, communities, and society.
Notes: Open to undergraduates only. Open to juniors and seniors only.

MGMT 175: Social Entrepreneurship (3 Credits)
This course provides a survey of social entrepreneurship and small business ownership – including the social venture creation process, developing the business plan, funding a business launch, and entrepreneurial decision-making. This is a highly participatory, integrative class, with case studies, guest speakers, extensive discussions, and student presentations. A key aspect of this course is the critical role of values and culture in driving successful business formation and operations. Students will gain exposure to the methods and practices that foster social impact.
Notes: Open to undergraduates only. Open to juniors and seniors only.

MGMT 186: The Business of Being an Artist (3 Credits)
This course provides essential business skills for artists, writers, and performers. Topics include copyright, negotiating contracts, marketing, and accounting/finance. The course brings in guest speakers who are practitioners in their fields.
Notes: Open to undergraduates only. Open to juniors and seniors only.

MGMT 187: Internship in Business Administration (3 Credits)
This individualized course provides Business Administration majors with the option of earning course credit toward the major with an internship. The student works with faculty and on-site advisors to develop learning goals and deliverables that provide value to the client organization and professional business experience for students.
Notes: Available only to declared Business Administration majors. Proposal must be approved by faculty supervisor and Program Director(s) of the Business Administration major. Limit 30 students. Open to undergraduates only. Open to juniors and seniors only.
Instructor Consent Required: Y
Pass/No Pass Only

MGMT 190: Senior Project (4 Credits)
In this course, student teams will work on consulting projects for external client organizations. Students will apply skills in specific content areas such as management, finance, accounting, and marketing as well as learn new skills in business processes and data analytics. In case studies, students will frame problems, analyze information, weigh the risks of potential resolutions, make a recommendation, and provide supporting arguments for their recommendation. Each student team will present its recommendations to the external client organization.
Notes: Open to undergraduates only. Open to juniors and seniors only.
Meets the following Core requirements: Community Engagement

MGMT 200: Microeconomic Theory (3 Credits)
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.
Notes: Open to graduate students only.
Crosslisted with: ECON 100

MGMT 201: Macroeconomic Theory (3 Credits)
Theory of income and employment; role of the monetary system; history of business fluctuations; analysis of the "cycle"; and fiscal, monetary, and direct measures for mitigating fluctuations.
Notes: Open to MBA, MBA/MA Ed. Leadership, MPP, and MPP/MBA students only. Limit 40 students. Open to graduate students only.
Crosslisted with: ECON 101

MGMT 209: Economics for Managers (3 Credits)
This course introduces students to economic concepts relevant for business and organizational decision-making. Students will study demand and supply, price determination, measures of economic well-being, and market failures. This course emphasizes applications of economic concepts, insights from behavioral economics, and organizational goals other than profit maximization. The course prepares decision-makers to understand how an economy functions and to help them interpret, analyze, and operate within a changing economic environment.
Notes: Limited to MBA, MBA/MA Ed Leadership, and MPP/MBA students only Limit 35 students. Open to graduate students only.
MGMT 211: Money and Financial Institutions (3 Credits)
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.
Prerequisite(s): MGMT 209
Note(s): Open to graduate students only.
Crosslisted with: ECON 113

MGMT 212: Intermediate Financial Accounting (3-3 Credits)
This course expands upon the financial accounting concepts and principles developed in the first financial accounting course ECON 073/MGMT 214. It further covers the detailed rules of GAAP, their interpretation, real-world application, and their impact on the readers of the financial statements.
Prerequisite(s): MGMT 214
Note(s): Open to graduate students only.

MGMT 214: Financial Accounting (3 Credits)
Elementary accounting theory, with emphasis on the preparation and interpretation of financial statements.
Note(s): Open to graduate students only.

MGMT 215: Managerial Accounting (3 Credits)
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.
Prerequisite(s): ECON 073 or MGMT 214
Note(s): The course is open to MBA, MBA/MA EdL & MPP/MBA students only. Open to graduate students only.

MGMT 216: Corporate Finance I (3 Credits)
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.
Note(s): Open to graduate students only.
Crosslisted with: ECON 116

MGMT 218: Financial Derivatives (3 Credits)
Covers derivatives markets, including options, futures contracts, and swaps. Explores methods for valuing derivatives and developing risk management strategies. Develops analytical tools such as binomial trees, the Black-Scholes model, and values at risk.
Prerequisite(s): ECON 116 or MGMT 216
Note(s): Open to graduate students only.
Crosslisted with: ECON 118

MGMT 219: International Finance (3 Credits)
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.
Note(s): Open to graduate students only.

MGMT 220: Games and Behavior (3 Credits)
This course applies game theory and behavioral economics toward understanding interactive human behavior, otherwise known as strategic decision-making. A major theme of the course is that game theory describes how people should behave in order to achieve certain objectives, while behavioral economics highlights many ways in which actual behavior deviates from what is individually optimal—primarily because of cognitive limitations and perceptual biases. By investigating these two subfields of economics, the course provides fundamental insights into human motivation and interaction in markets.
Prerequisite(s): ECON 100 or MGMT 200
Note(s): This course is open to MBA students only. Open to graduate students only.

MGMT 223: Digital Marketing (3-3 Credits)
This course introduces and develops the skills for managing digital marketing strategy. Students will learn to create and execute strategy for successful customer engagement using paid, owned and earned digital media platforms. This will include creative strategy and content marketing and methods for measuring and testing campaign effectiveness across digital platforms.
Note(s): Open to graduate students only.

MGMT 224: Persuasive Communications (3 Credits)
This course explores the elements of persuasive writing and oral presentations. Students will have many opportunities to present material, to persuade an audience, and to receive feedback. Each student will set a personal development plan highlighting her oral and written presentation goals. Course work includes presenting data effectively, and presenting in times of change and under crisis conditions. Students will also learn to handle Q&A more effectively. Each student will practice her persuasive skills for use in situations ranging from job interviews to CEO-level presentations.
Note(s): This course is open to MBA, MBA/MA EdL, and MPP/MBA students only. Limit 16 students. Open to graduate students only.

MGMT 225: Simulation & Modeling in the Social and Policy Sciences (3 Credits)
In this advanced hands-on class students are introduced to computer applications used for simulation and analysis in the social and policy sciences. Topics vary, but typically include advanced applications of standard desktop software, statistical packages, relational databases, network analysis, geographic information systems, intelligent agent models, and systems dynamics simulation. Data and examples are drawn from economics, history, political science, public policy, anthropology, and sociology.
Note(s): Students expected to possess basic computer skills and an openness to things mathematical, and to have undertaken previous course work in social sciences beyond the introductory level. Limit 15 students. Open to graduate students only.

MGMT 226: Management Information Systems (3-3 Credits)
Gives future business managers a deeper understanding of technology and its role in organizations. Will map of the process by which new technology is implemented and adopted, while providing students with tool kit for using technology safely, ethically, and efficiently in the workplace. Previous technology experience is not expected or required.
Note(s): This course is open to graduate students only. Limit 25 students. Open to graduate students only.
MGMT 227: Negotiations (3 Credits)
The course examines the dynamics that occur before, during, and after negotiations and the theory behind various negotiation approaches. Topics to be addressed will include: claiming versus creating value (also known as distributive and integrative bargaining); preparation strategies; the nature of power; psychological aspects of negotiation; experience and expertise; multi-party/group negotiations; culture and gender; communications and perception; mediation and other alternative dispute resolution systems; working with lawyers; and organizational change and salary negotiations.
Note(s): Course also offered in the Winter term. Limit 30 students. Open to graduate students only.

MGMT 228: Governmental Accounting and Nonprofit Accounting (3 Credits)
This course is a comprehensive examination of the basic accounting concepts and practices used in governmental and nonprofit agencies. The course is designed to teach the preparation of financial statements for nonprofit and governmental organizations; the student will gain a thorough understanding of the financial activities of nonprofit and governmental agencies through an analysis of the basic financial statements—specifically, the balance sheet, the income statement, and the statement of cash flows.
Prerequisite(s): MGMT 214
Note(s): Open to graduate students only.

MGMT 230: Marketing Management (3 Credits)
Applies the case study method to marketing management and problem solving in a multicultural environment. Teaches methods for managing product positioning, pricing, distribution, and external communications. Examines customer behavior, demand determination, and marketing research. Emphasis is on developing fully integrated marketing programs.
Note(s): Open to graduate students only.

MGMT 232: Operations Management (3 Credits)
Introduces operations as a functional area of management and examines its link with other functional areas of the firm. Teaches about the acquisition and allocation of resources to support the production and delivery of goods and services. Both manufacturing and service systems will be covered. Introduces contemporary issues faced by operations managers today, such as total quality management, just-in-time approaches, and process reengineering to improve productivity and control costs. The case method is emphasized and computer applications are used.
Prerequisite(s): MGMT 215 and MGMT 263
Note(s): Open to graduate students only.

MGMT 233: Marketing Research (3 Credits)
The course is targeted for students who are expecting to be marketing managers or marketing researchers. By the end of the course, students will be able to translate a marketing problem into a feasible research question; understand various types of research that exist and the conditions under which each of them is appropriate; and interpret the results of marketing research to make actionable recommendations for decision makers.
Prerequisite(s): MGMT 230
Note(s): MGMT 230 or MGMT 263 may be taken concurrently with consent of instructor. Limit 20 students. Open to graduate students only.

MGMT 234: Management & Organizational Development (3 Credits)
In this course, we will explore how to build healthy workplace communities across all levels of the organization. We will focus on answering "how do you build contexts (jobs, organizational cultures, structures, processes) that enable employees and teams to thrive?" The core premise in this course is that managerial excellence is fundamentally tied to creating organizational contexts that build human strengths and unlock the positive and generative dynamics of vibrant human communities.
Note(s): Open to graduate students only. Limit 25 students. Open to graduate students only.

MGMT 236: Managerial Economics (3 Credits)
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.
Prerequisite(s): ECON 100 or MGMT 200
Note(s): Open to graduate students only.
Crosslisted with: ECON 136

MGMT 239: Urban Economics (4 Credits)
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, crime, concentrated poverty, and segregation.
Note(s): Open to graduate students only.
Crosslisted with: ECON 139

MGMT 244: Leadership and Ethics (3 Credits)
The course surveys key topics in leadership and business ethics, including examining and internalizing what it means to lead authentically, and how authentic leadership underpins ethical decision-making. We then turn to ethics in the workplace, considering prevalent theories of, and influences on, ethical business behavior. We explore "ethical awareness," drivers of ethical conflicts, and types of ethical issues faced in business. We examine impacts of individual moral philosophies and values on ethical outlook, as well as the influence of corporate culture and work group dynamics.
Note(s): This course is open to MBA students only. Limit 20 students. Open to graduate students only.

MGMT 247: Project Management (3 Credits)
The discipline of project management helps organizations navigate through unpredictable circumstances. This course will cover the strategic dimensions of project management, and emphasize concepts dealing with complexity, uncertainty, and risks for multiple stakeholders. Students will learn how to translate project objectives into statements of work and responsibilities, develop budget projections, and monitor cost and schedule performance. The course will also provide exposure to specific software applications, thus leaving students with a concrete job skill.
Note(s): Open only to graduate students. Limit 25 students. Open to graduate students only.
MGMT 249: Business Analytics (3 Credits)
This course in data-driven decision making examines how data and analytics can be used to inform managerial decisions and covers a broad range of descriptive, predictive, and prescriptive analytics. Students learn to use both commercial and open-source computer software to analyze and visualize data. This course introduces Big Data and data mining and shows their relevance to making informed business decisions. Students will complete at least one hands-on client-facing assignment, so specific models and statistical packages will be tailored to student interests and client needs.  
**Note(s):** Open to graduate students. Limit 25 students. Open to graduate students only.

MGMT 250: Persuasive Oral Presentations (1 Credits)
This five-week course explores the basics of persuasive oral presentations. Each student will have at least three opportunities to present to the class, receive feedback, and develop a personal plan for improvement. The assignments will include at least one exercise requiring the use of slides and data to persuade. The course will be taught in a workshop style where each student will experience a safe environment in which to try new things, succeed, fail, and receive feedback.  
**Note(s):** Open to graduate students only. Limit 15 students. Open to graduate students only.

MGMT 253: Environmental Economics (3 Credits)
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.  
**Prerequisite(s):** MGMT 209  
**Note(s):** Open to graduate students only.  
**Crosslisted with:** ECON 153

MGMT 255: International Trade (3 Credits)
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.  
**Note(s):** Open to graduate students only.

MGMT 263: Quantitative Methods (3 Credits)
Introduction to standard statistical methods for analyzing business and policy-relevant data. Covers descriptive statistics, probability, sampling distributions, statistical inference and hypothesis testing, and multivariate regression analysis. Students will learn how to use probabilities to reflect uncertainty, and how to analyze data to support decision making in different contexts. Emphasis on developing proficiency with standard statistical software, and on becoming a critical consumer of statistical information. Examples are drawn from the management and public policy fields.  
**Note(s):** Open to graduate students only.

MGMT 264: Econometrics and Business Forecasting (3 Credits)
A comprehensive introduction to statistical methods for economic and business decisions. Emphasis is on practical applications of statistical software and data interpretation.  
**Prerequisite(s):** ECON 050 and (ECON 081 or MGMT 281)  
**Note(s):** Open to graduate students only.  
**Crosslisted with:** ECON 164

MGMT 267: Financial Statement Analysis (3-3 Credits)
This course integrates concepts and principles learned in financial and intermediate accounting in the analysis of the four basic financial statements: the balance sheet, statement of operations, cash flow and equity statements. Our fundamental examination includes trend and ratio analysis, reformulation of the balance sheet and statement of operations, and an in depth understanding of cash flow. We will use real world financial statements to assess an organization’s liquidity, solvency and management's effectiveness in utilizing financial resources.  
**Prerequisite(s):** MGMT 214  
**Note(s):** This course is open to MBA, MBA/MA, and MPP/MBA students only. Open to graduate students only.

MGMT 270: Nonprofit Management (3 Credits)
Designed for individuals who plan to provide leadership within the nonprofit sector, either as funders, managers, or board members. Provides an overview of the nonprofit sector, followed by several sessions focused on the importance of mission and strategy. Discusses marketing/branding, nonprofit sources of income including fundraising and earned income, governance and nonprofit boards, managerial control and financial statements, organizational evolution and strategic change, and the future of the sector.  
**Note(s):** This course if open to MBA students only Open to graduate students only.

MGMT 271: Funding Social Impact (3 Credits)
This elective focuses on how philanthropy and other sources of funding help drive impact, focusing on philanthropy and exploring how new models have emerged to be more strategic. The readings, discussions, and guest speakers will focus on a wide range of philanthropic models including “crowd-funding”, “corporate”, “venture”, and “engaged” philanthropy as well as traditional models. Other trends, tools, and fundamentals of funding impact (e.g. collective impact and impact investing) as well as common pitfalls, will be covered through readings, case studies, and guest speakers.  
**Note(s):** Open to graduate students only. Open to graduate students only.

MGMT 272: Socially Responsible Business (3 Credits)
This course examines the goals, opportunities, challenges, and impacts of socially responsible business. It examines diverse strategies and organizational models developed for launching, building, and sustaining socially responsible businesses or business initiatives, ranging from corporate and mid-size companies to hybrid ventures. While the scope of the course encompasses the four pillars of socially responsible business—people, communities, planet, and profits—emphasis is given to efforts to generate positive economic and social impacts on people, communities, and society.  
**Note(s):** Open to graduate students only.

MGMT 274: Innovation in Business, Social, and Government Organizations (3-3 Credits)
Can innovation be taught/promoted/managed? Building on a foundation of human-centered design, we will answer each of these in the affirmative using theory, empirical research, and hands-on practice. We use case studies, problems, & labs to teach you to participate in, & lead, innovation in for-profit, non-profit, government, & social enterprise. We will learn how to recognize significant problem opportunities, grow from failures (our own failures and those in the historical record), foster our own & others’ creativity, & use the feedback that the world offers when we prototype our ideas.  
**Note(s):** Open to Graduate students only. Limit 20 students. Open to graduate students only.
MGMT 275: Social Entrepreneurship (3 Credits)
This course provides a survey of social entrepreneurship and small business ownership – including the social venture creation process, developing the business plan, funding a business launch, and entrepreneurial decision-making. This is a highly participatory, integrative class, with case studies, guest speakers, extensive discussions, and student presentations. A key aspect of this course is the critical role of values and culture in driving successful business formation and operations. Students will gain exposure to the methods and practices that foster social impact.
Note(s): Open to graduate students only Limit 25 students. Open to graduate students only.

MGMT 278: Social Impact Consulting (3 Credits)
This course will actively engage students in critical social challenges seeking innovative solutions. The class will be organized as a professional consulting agency, providing hands-on support to organizations. Student teams will support social ventures with analyses, recommendations and strategies critical to growth, viability, and impact. Students will gain a richer perspective on catalyzing social impact, develop skills in communication across social, cultural and disciplinary boundaries, and apply sound leadership and decision making principles within nontraditional environments.
Note(s): Open only to graduate students. Limit 25 students. Open to graduate students only.

MGMT 279: Applied Economic Analysis (3 Credits)
This integrative course extends the concepts learned in MGMT 209 to more complex situations and applies them to a variety of situations faced by managers and decision-makers. Topics covered include risk, pricing, shared value, strategic behavior, the use and interpretation of economic data, and the macroeconomic and international context in which organizations function. Through applications and cases we will analyze market outcomes and consider private and government responses to market failures.
Prerequisite(s): MGMT 209
Note(s): Open only to MBA, MBA/MA Ed Leadership, and MPP/MBA students Limit 35 students. Open to graduate students only.

MGMT 280: Topics in Business (1-3 Credits)
Discussion of a specific business topic(s).
Note(s): Open to graduate students only.

MGMT 280G: Special Topics (0.25-1 Credits)

MGMT 281: Introduction to Statistics (3 Credits)
Experimental design, descriptive statistics, probability, probability distributions, random variables, sampling, estimation, and hypothesis testing. Understanding statistical inference; examples drawn from social science.
Note(s): Open to graduate students only.
Crosslisted with: ECON 081, PPOL 201

MGMT 282: Modeling and Data Analysis (4 Credits)
This course provides students the tools needed to apply decision analysis to financial and other management problems. These tools allow one to choose the best course of action when presented with data on financial outcomes and probabilities. The tools and techniques learned in this class will help the student analyze real-world problems through the use of a broad range of financial planning tools and other models that foster sound decision-making. This will be a ‘hands-on’ course with extensive use of Excel.
Prerequisite(s): MGMT 263 or MGMT 281
Note(s): Open to graduate students only.

MGMT 286: The Business of Being an Artist (3 Credits)
This course provides essential business skills for artists, writers, and performers. Topics include copyright, negotiating contracts, marketing, and accounting/finance. The course brings in guest speakers who are practitioners in their fields.
Note(s): Open to graduate students only.

MGMT 288: Management Practicum (1-4 Credits)
Requires departmental approval. A faculty-supervised field practicum, which provides experience directly related to a student's career goals and academic program, may be taken for credit. The student is responsible for identifying the external organization, on-site supervisor, learning goals, project, and deliverables.
Note(s): Open to graduate students only.
Instructor Consent Required: Y

MGMT 290: Strategic Management (3 Credits)
This capstone course should be taken during the last year of the program. The course examines strategic issues central to organizations' competitive positioning and long-term viability. Students are given the opportunity to perform real-world evaluations and present strategic recommendations regarding creation or reinforcement of sustainable positioning, from the perspective of key executive decision-makers or strategic advisors. A continuous theme throughout the course is the critical relationship between proper strategy development/execution and long-term value creation.
Prerequisite(s): MGMT 215 and MGMT 216
Note(s): Open to MBA, MBA/MA, and MPP/MBA graduate students only Limit 25 students. Open to graduate students only.

MGMT 292: Business, Policy, and Society (3-4 Credits)
With increasing interdependence between private, public, and non-profit sectors, it is important to understand how they act and interact—in regulation, contracting, and partnerships—and how the public interest may be affected by interactions and blurring boundaries. We will examine the predominant characteristics of the different sectors and will analyze productive versus unsuccessful interactions. This course is a capstone for 3rd-year MPP/MBA students and is available as an elective to MBA and MPP students in their last year of study, or with consent of instructor.
Note(s): This course is a capstone for students pursuing the joint MPP/ MBA, and is available as an elective to MBA and MPP students in their final year of study, or with consent of instructor Limit 25 students. Open to graduate students only.
CHEM 004: Introduction to College Chemistry (3 Credits)
Fundamental principles of general chemistry. Recommended for students who have not previously taken a course in chemistry. 
**Note(s):** Prerequisite: MATH 003 or high school algebra. Limit 24 students. 
**Meets the following Core requirements:** Scientific Inquiry  
**Meets the following Gen Ed requirements:** Natural Sciences  

CHEM 011: Chemistry of Cooking (3-3 Credits)
The methods of preparation of food for human consumption will be used to learn about the molecular nature of matter and the chemical and physical changes during food preparation. Topics will include: mass, volume, and temperature measurement; the food molecules of water, carbohydrates, proteins, and fats; acids and bases; emulsions, foams, and suspensions. This framework will allow discussion of how we learn more about the material world through scientific investigation. 
**Note(s):** Open to undergraduates only. Open to juniors and seniors only. 
**Meets the following Gen Ed requirements:** Natural Sciences  

CHEM 011J: Chemistry of Cooking (3 Credits)

CHEM 017: General Chemistry I (4 Credits)
A broad overview of chemical principles. Topics include atomic structure, chemical bonding and molecular structure, chemical periodicity, stoichiometry, and nuclear chemistry. Lecture and lab. 
**Note(s):** Prerequisite CHEM 004 or one year of high school chemistry coupled with satisfactory performance on a placement test. Limit 36 students. 
**Meets the following Core requirements:** Scientific Inquiry  
**Meets the following Gen Ed requirements:** Natural Sciences  

CHEM 018: General Chemistry II (4 Credits)
A continuation of an overview of chemical principles and reactivity. Topics include thermodynamics, chemical equilibrium, acid-base theories, solubility, electrochemistry, and chemical kinetics. Lecture and lab. 
**Prerequisite(s):** CHEM 017  

CHEM 037N: Survey of Chemistry for Nurses (4 Credits)
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. 
**Prerequisite(s):** CHEM 004  
**Note(s):** CHEM 004 as a prerequisite is intended for students without a strong high school chemistry background. This course is intended for nursing students only. Non-nursing students may enroll with permission of the instructor. Lecture and lab. Limit 30 students. Open to undergraduates only. 

CHEM 037N: Survey of Chemistry II: Principles of Nutrition for Nurses (3 Credits)
This course covers the basic chemical principles of the science of nutrition, including a survey of the nutrients in food and their influence on the promotion of good health and disease prevention. Nutrient recommendations, diet planning guidelines, and assessment throughout the human life cycle are covered. 
**Prerequisite(s):** CHEM 037N  
**Note(s):** This course is open to nursing students only. Limit 30 students. Open to undergraduates only. 

CHEM 080N: Special Topics: Intro to College Chemistry with Lab (4 Credits)
Fundamental principles of general chemistry with a laboratory component. Basics of dimensional analysis, the atom, the mole, stoichiometry, solutions, and acids and bases are covered. Recommended for pre-nursing students who have not previously taken a course in chemistry. 
**Note(s):** Only students in the pre-nursing program. Limit 30 students. Open to undergraduates only. 

CHEM 105: Organic Chemistry I (4 Credits)
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. Lecture and lab. 
**Prerequisite(s):** CHEM 108  

CHEM 106: Organic Chemistry II (4 Credits)
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. Lecture and lab. 
**Prerequisite(s):** CHEM 105  

CHEM 107: Accelerated Organic Chemistry with laboratory (5 Credits) 
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 functional groups. 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. Lecture and lab. 
**Prerequisite(s):** CHEM 108  
**Note(s):** Open to graduate students only.  

CHEM 108: Applied Organic Chemistry with Lab (3 Credits) 
The study of the identification, analysis, and synthesis of carbon compounds. Analysis methods include chemical testing and spectroscopic methods. Coverage of synthesis will include the study of classic organic reaction methods and comparison to biosynthetic pathways. Graduate students only. January term 
**Prerequisite(s):** CHEM 018  
**Note(s):** Open to graduate students only. 
**Instructor Consent Required:** Y
CHEM 109: Analytical Chemistry (5 Credits)
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.
Prerequisite(s): CHEM 018 and ENG 001
Meets the following Core requirements: Written and Oral Communication II
Meets the following Gen Ed requirements: Written Communication

CHEM 134: Experimental Physical Chemistry (3-3 Credits)
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 course meets for two hours of lecture and four hours of laboratory each week.
Prerequisite(s): CHEM 105 and PHYS 062
Meets the following Core requirements: Critical Analysis, Written and Oral Communication II

CHEM 135: Quantum Mechanics (3 Credits)
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.
Prerequisite(s): CHEM 018 and PHYS 062 and MATH 048

CHEM 136: Thermodynamics (3 Credits)
Physical chemistry with an emphasis on thermodynamics. Topics in thermodynamics include real gas equations of state, the laws of thermodynamics, thermochemistry, phase equilibrium, chemical equilibrium, and electrochemistry. Additional topics include the Boltzmann distribution law, statistical thermodynamics, and chemical kinetics.
Prerequisite(s): CHEM 018 and PHYS 062 and MATH 048
Note(s): CHEM 135 is not a prerequisite for CHEM 136. Limit 24 students. Open to undergraduates only.

CHEM 145: Inorganic and Organometallic Chemistry with Laboratory (4-4 Credits)
Spectroscopy and reactivity of inorganic elements and compounds, including semiconductors, coordination compounds, and organometallics. Introduction to group theory and ligand field theory. Organometallic reactions and mechanisms. Applications of organometallic compounds to organic synthesis. Laboratory will include an introduction to inorganic and organometallic analysis and synthesis.
Prerequisite(s): CHEM 018 and CHEM 105

CHEM 146: Advanced Organic Chemistry with Laboratory (4 Credits)
A continuation of the study of carbon compounds and their properties. The first part of the course will emphasize physical organic chemistry: the study and determination of reaction mechanisms. The second part of the course will emphasize synthetic organic chemistry: the study, planning and execution of molecule synthesis.
Prerequisite(s): CHEM 105 and CHEM 106

CHEM 164: Nuclear Chemistry (2 Credits)
Nuclear stability and reactivity; radioactive decay; interactions of radiation with matter; and applications of nuclear processes, including nuclear chemistry and nuclear tracers, will be studied. Meets for half of the semester.
Prerequisite(s): CHEM 018

CHEM 179: Directed Research (1-3 Credits)

CHEM 179A: Directed Research (3-4 Credits)
Advanced students of proven ability and sufficient background in chemistry may apply to assist a faculty member with advanced research. Pass/No Pass only.
Instructor Consent Required: Y
Pass/No Pass Only

CHEM 180: Special Topics in Chemistry (3-3 Credits)
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.
Prerequisite(s): CHEM 106
Note(s): Open to juniors and seniors.

CHEM 191: Senior Seminar (4 Credits)
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.
Prerequisite(s): CHEM 106 and CHEM 018
Note(s): Declared major in chemistry, biochemistry and molecular biology, or environmental science and senior standing required. Limit 24 students. Open to undergraduates only. Open to juniors and seniors only.
CHINESE (CHNS)

CHNS 001: Elementary Chinese I (4 Credits)
Elementary Chinese I is a beginning course for students who have no prior knowledge in the language. The goal of the course is to develop basic speaking, listening, reading and writing skills in Mandarin Chinese, and relevant intercultural communicative competence.

Meets the following Core requirements: International Perspectives, Language Other than English

CHNS 002: Elementary Chinese II (4 Credits)
The goal of this course is to consolidate the foundation that students have built in Elementary Chinese I, continuing to develop basic communicative competence in speaking, listening, reading, and writing, as well as relevant intercultural communicative competence.

Prerequisite(s): CHNS 001
Meets the following Core requirements: International Perspectives, Language Other than English
Instructor Consent Required: Y

CHNS 003: Intermediate Chinese III (4 Credits)
The goal of this course is to consolidate the foundation which students have built in Elementary Chinese I & II, expanding further on language skills and cultural awareness. Upon the completion of the course, students are expected to communicate with complicated sentences in various social encounters, be familiar with discourse functions in the language and gain knowledge and understanding of Chinese culture.

Prerequisite(s): CHNS 002
Meets the following Core requirements: International Perspectives, Language Other than English
Instructor Consent Required: Y

CHNS 004: Intermediate Chinese IV (4 Credits)
This course continues the study of formal written and spoken Chinese introduced in Intermediate Chinese III. Upon completion of the course, students are expected to develop written narrative skills in various rhetorical modes, reading skills in formal texts, listening comprehension skills in longer and more complex narratives, oral presentational skills, and interpersonal speaking skills.

Prerequisite(s): CHNS 003
Notes: Completion of CHNS 003 with a grade "C" or higher, or consent of the instructor. Limit 15 students.
Meets the following Core requirements: International Perspectives, Language Other than English
Instructor Consent Required: Y

CHNS 005: Advanced Chinese V (4-4 Credits)
This course concludes the transition from spoken Chinese to formal written Chinese. Upon the completion of the course, students are able to talk about topics related to their daily lives, write routine and some formal correspondence, understand information in long and complex speech on familiar topics, and read authentic texts with contextual clues.

Prerequisite(s): CHNS 004
Meets the following Core requirements: International Perspectives, Language Other than English
Instructor Consent Required: Y

CHNS 100: Chinese Culture Through Film (3 Credits)
This course examines Chinese cultural traditions and values through contemporary films produced in China, Taiwan and Hong Kong. Background readings and literary works will provide students with the necessary historical and cultural context for each film. Class discussions will focus on the political, social and cultural transformations presented in the films. Special attention will be paid to topics such as family, class issues, gender and identity. This is a one-credit course open to undergraduate students who are interested in Chinese language, literature, culture and history.

Meets the following Core requirements: Critical Analysis, International Perspectives, Written and Oral Communication II

CHNS 180: Special Topics (0.25-1.25 Credits)
COLLEGE SEMINAR (COLL)

COLL 005: Information Literacy-Information Technology Skills (0 Credits)
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.

Note(s): Required of all entering undergraduate students during their first year; open to graduate students. Open to undergraduates only. 
Meets the following Gen Ed requirements: Information Literacy/Information Technology Skills
Pass/No Pass Only

COLL 041: Peer-Guided Learning (1 Credits)
This course provides peer tutors with the theoretical background and practical strategies for encouraging independent learning from students. Students will participate in discipline-based tutoring led by Mills staff/faculty, as well as weekly lecture and/or group reflections. As peer tutors for specific courses, students will help to clarify and/or reinforce course content, assignments and material as well as provide effective learning and study strategies.
Pass/No Pass Only

COLL 042: Theory and Practice for Peer-Guided Learning (2 Credits)
This course is designed to provide Mills peer tutors and mentors with the theoretical background and practical strategies for encouraging and building independent learning in others. Faculty-nominated students will tutor through the Office of Learning, Advising, and Balance for at least 3 hours per week as attend weekly lecture and/or group reflections. This course fulfills the Community Engaged Learning (CEL) requirement, and as such, each student will create a reflective ePortfolio on the peer-guided learning experience.

Note(s): Students nominated by faculty as peer tutors or mentors. Limit 50 students. Open to undergraduates only. Open to sophomores, juniors, and seniors only.
Meets the following Core requirements: Community Engagement
Instructor Consent Required: Y
Pass/No Pass Only

COLL 080: First Year Seminar (3 Credits)
The First Year Seminar emphasizes the value of embracing a broad diversity of perspectives, critically analyzing power relations in both global and local contexts, and understanding knowledge as intimately connected to meaningful social change. Students will engage in conversation about their creative, intellectual, and artistic visions, nurture and support one another’s ideas and gain confidence to make bold and imaginative contributions to their field. Students will work closely with staff and faculty to develop skills in critical analysis, research, leadership and community building.

Note(s): Only open to entering first year students Limit 99 students. Open to undergraduates only.
Meets the following Core requirements: Critical Analysis

COLL 180A: ST: TechMakers (3 Credits)
An overview of digital creation across disciplines. Students will gain opportunities to produce digital art, infographics, aps, and a variety of websites. We will discuss the ways that digital creation should be open to all and can be a tool for political change.
Meets the following Core requirements: Create, Innovate & Experiment
COMPUTER SCIENCE
(CS)

CS 062: Contemporary Computing (4 Credits)
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, computer networking, HTML, JavaScript, and CSS. At the end of the course, each student designs and implements a web site using HTML, CSS and JavaScript.
Note(s): No previous experience with computers is required. Concurrent lab required. Limit 25 students.
Meets the following Core requirements: Quantitative and Computational Reasoning
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

CS 063: Introduction to Computer Science (4 Credits)
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.
Note(s): No previous experience with computers is required. Concurrent lab required. Limit 30 students.
Meets the following Core requirements: Quantitative Literacy
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

CS 063L: Intro Computer Science (Lab) (0 Credits)

CS 064: Computer Concepts and Intermediate Programming (4 Credits)
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.
Prerequisite(s): CS 063
Note(s): Concurrent lab required. Prerequisite of CS 063 may be waived by instructor. Limit 30 students.
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

CS 064L: Comp Concepts & Int Prog. Lab (0 Credits)

CS 080: Topics in Computer Science (4 Credits)
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.
Note(s): Open to undergraduates only.
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

CS 080A-J: Python For All (4 Credits)
Python, a popular general purpose computer programming language, can solve a wide variety of interdisciplinary problems from big data and text processing to bioinformatics, web technologies, finances, math, education, security, computer games and many more. This course will focus mainly on applications of data exploration, and it will cover topics such as strings, files, lists, dictionaries, text parsing, regular expressions and computer games using the computer language Python.
Meets the following Core requirements: Quantitative Literacy
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

CS 080J: Special Topics in Computer Sci (4 Credits)

CS 100: Data, Apps, and Analytics in the Cloud (4 Credits)
Students will create a cloud-based application with an underlying object database. Students will begin by analyzing the required functionality of the application. Based on that analysis they will design and implement an object oriented data model. They will customize their applications based on processes identified as supporting the required functionality. These customizations will require students to write code in an object-oriented language, to customize the interface using a tag-based language, and to run analytics on the data.
Prerequisite(s): CS 064

CS 111: Computer Architecture (4 Credits)
An introduction to computer architecture, digital logic, and simulation. Students gain an understanding of computers by building simple circuits, learning MIPS assembly language, and designing and simulating parts of the MIPS architecture on FPGAs. The following topics are covered: Boolean algebra, binary number representation and arithmetic, assembly language, hardware description languages, data paths, pipelining, memory hierarchies, and low-level operating systems fundamentals.
Prerequisite(s): MATH 004 and CS 064
Note(s): Concurrent lab required. Prerequisites of MATH 004 and CS 064 may be waived by the instructor. Limit 35 students.
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

CS 114: Programming Languages (4 Credits)
Theory, design, and implementation of programming languages. Topics include different programming paradigms, such as declarative, functional, imperative, object-oriented, and concurrent; specification of a language’s syntax and semantics; definitions, implementation, and inferences of types; and automatic memory management.
Prerequisite(s): CS 124
Note(s): Concurrent lab required. Limit 25 students.
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

CS 115: Mobile Application Development (4 Credits)
Design and development of mobile device applications, culminating in the team-based development of a Java application for Android devices (which will be provided). Topics will include advanced Java programming techniques, including design patterns; the Java Android software development kit (SDK); multi-threaded programming techniques; human factors issues; and techniques for developing large, robust applications, such as design documents, source repositories, code reviews, and unit testing.
Prerequisite(s): CS 124
Note(s): Concurrent lab required. Prerequisites may be waived by demonstrating comparable experience to the instructor. Limit 20 students.
CS 124: Data Structures and Algorithms (4 Credits)
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.
Prerequisite(s): MATH 004 and CS 064
Note(s): Concurrent lab required. Limit 25 students.
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning
CS 124L: Data Structures/Algorithms Lab (0 Credits)

CS 125: Theory of Algorithms (4 Credits)
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 versus intractable problems). If time allows, special topics, such as approximate algorithms, parallel algorithms, computability, and undecidability, may be included.
Prerequisite(s): MATH 006 and CS 124
Note(s): Concurrent workshop required.
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

CS 127: Linear Optimization (4 Credits)
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, and duality theory.
Prerequisite(s): MATH 004 or MATH 047 or ECON 081
Note(s): Concurrent workshop required. Prerequisite of MATH 004 or MATH 047 or ECON 081 may be waived by instructor.
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

CS 128: Theory of Computation (4 Credits)
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.
Prerequisite(s): MATH 006 or MATH 048
Note(s): Concurrent workshop required. Prerequisite of MATH 006 or MATH 048 may be waived by the instructor. Limit 25 students.
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning
Crosslisted with: MATH 128

CS 131: Computer Networks (4 Credits)
In this course students will learn the different types of computer networks, and their many components, protocols and technologies. The students will study many important issues of networks, such as congestion control, flow control, routing and security.
Prerequisite(s): CS 064
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

CS 133: Cryptography and Network Security (4 Credits)
This course teaches cryptography, explores threats against computer networks and teaches the various techniques used to provide network security. It covers basic relevant background in number theory and statistics, some networking principles, classic ciphers, and the most important current security fundamentals such as confidentiality, authentication, integrity, and non-repudiation. Undergraduate students learn and present case studies, while graduate students conduct small-scale research where they identify a problem, execute research, and present and write the results.
Prerequisite(s): CS 063 and MATH 004
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

CS 141: Machine Learning (4 Credits)
This course provides a broad introduction to machine learning and statistical pattern recognition including both supervised and unsupervised learning from a computational perspective. Topics include generative/discriminative learning, parametric/non-parametric learning, neural networks, support vector machines, clustering, dimensionality reduction, and kernel methods. Additional topics as time allows.
Prerequisite(s): CS 064 and CS 124 and MATH 050

CS 170: Software Engineering (4 Credits)
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.
Prerequisite(s): CS 124 and CS 122
Note(s): Prerequisite CS 122 May be taken concurrently. Limit 25 students.
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

CS 180: Topics in Computer Science (4 Credits)
Offers topics that are not offered in the regular curriculum. Topics may include generative/discriminative learning, parametric/non-parametric learning, neural networks, support vector machines, clustering, dimensionality reduction, and kernel methods. Additional topics as time allows.
Note(s): Concurrent workshop required. Prerequisite of MATH 006 or MATH 048 may be waived by instructor. Limit 25 students.
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

CS 186: Web Programming (4 Credits)
This course studies the design and implementation of Web applications. Students will learn HTML, JavaScripts, CSS, XML, PHP, MySQL, and contemporary Web technologies. There will be several programming assignments and a final project, where each student will build a Web application with components covered during the semester.
Prerequisite(s): CS 064
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning
CS 200: Data, Apps, and Analytics in the Cloud (4 Credits)
Students will create a cloud-based application with an underlying object database. Students will begin by analyzing the required functionality of the application. Based on that analysis they will design and implement an object-oriented data model. They will customize their applications based on processes identified as supporting the required functionality. These customizations will require students to write code in an object-oriented language, to customize the interface using a tag-based language, and to run analytics on the data.
Prerequisite(s): CS 064

CS 214: Programming Languages (4 Credits)
Theory, design, and implementation of programming languages. Topics include different programming paradigms, such as declarative, functional, imperative, object-oriented, and concurrent; specification of a language’s syntax and semantics; definitions, implementation, and inferences of types; and automatic memory management.
Prerequisite(s): CS 124

CS 215: Mobile Application Development (4 Credits)
Design and development of mobile device applications, culminating in the team-based development of a Java application for Android devices (which will be provided). Topics will include advanced Java programming techniques, including design patterns; the Java Android software development kit (SDK); multi-threaded programming techniques; human factors issues; and techniques for developing large, robust applications, such as design documents, source repositories, code reviews, and unit testing.
Prerequisite(s): CS 124
Note(s): Concurrent lab required. Prerequisites may be waived by demonstrating comparable experience to the instructor. Limit 20 students. Open to graduate students only.

CS 225: Theory of Algorithms (4 Credits)
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 versus intractable problems). If time allows, special topics, such as approximate algorithms, parallel algorithms, computability, and undecidability, may be included.
Prerequisite(s): MATH 006 and CS 124
Note(s): Concurrent workshop required. Limit 25 students. Open to graduate students only.

CS 227: Linear Optimization (4 Credits)
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, and duality theory.
Prerequisite(s): MATH 004 or MATH 047 or ECON 081
Note(s): Concurrent workshop required. Prerequisite of MATH 004 or MATH 047 or ECON 081 may be waived by instructor. Open to graduate students only.

CS 228: Theory of Computation (4 Credits)
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.
Prerequisite(s): MATH 006 or MATH 048
Note(s): Concurrent workshop required. Prerequisite of MATH 006 or MATH 048 may be waived by the instructor. Limit 25 students. Open to graduate students only.

CS 231: Computer Networks (4 Credits)
In this course students will learn the different types of computer networks, and their many components, protocols and technologies. The students will study many important issues of networks, such as congestion control, flow control, routing and security. Students will conduct small-scale research, where they will identify a problem, execute network research, and write up the results.
Prerequisite(s): CS 064
Note(s): Open to graduate students only.

CS 232: The Interdisciplinary Computer Science Research Process (4 Credits)
This course teaches the research process in the Interdisciplinary Computer Science Program at Mills College. The students will learn to find research topics, critically read research papers, and write and communicate research results effectively. Other topics include intellectual property, publishing, funding, performance evaluation, and statistical techniques. During the course, students will work toward their research thesis proposal or their final thesis write-up.
Prerequisite(s): CS 064
Note(s): Course is intended primarily for graduate students in the first year of the ICS Program. Open to graduate students only.

CS 233: Cryptography and Network Security (4 Credits)
This course teaches cryptography, explores threats against computer networks and teaches the various techniques used to provide network security. It covers basic relevant background in number theory and statistics, some networking principles, classic ciphers, and the most important current security fundamentals such as confidentiality, authentication, integrity, and non-repudiation. Undergraduate students learn and present case studies, while graduate students conduct small-scale research where they identify a problem, execute research, and write and present the results.
Prerequisite(s): CS 063 and MATH 004

CS 241: Machine Learning (4 Credits)
This course provides a broad introduction to machine learning and statistical pattern recognition including both supervised and unsupervised learning from a computational perspective. Topics include generative/discriminative learning, parametric/non-parametric learning, neural networks, support vector machines, clustering, dimensionality reduction, and kernel methods. Additional topics as time allows.
Prerequisite(s): CS 064 and CS 124 and MATH 050
CS 250: Thesis for Degree of Master of Arts in Interdisciplinary Computer Science (2-4 Credits)
Before commencing work on the thesis project, the student must submit a thesis proposal for review and acceptance by the director of the ICS Program and the faculty members of the student’s thesis advisory committee. Only upon completion of a successful review process may the student proceed with the thesis.

Note(s): Open to graduate students only.

CS 270: Software Engineering (4 Credits)
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.

Prerequisite(s): CS 124 and CS 122

Note(s): Prerequisite CS 222 (122). May be taken concurrently. Limit 25 students. Open to graduate students only.

CS 280: Topics in Computer Science (4 Credits)
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.

Note(s): Only open to graduate students or undergraduates in the BA/MA ICS program. Limit 20 students. Open to graduate students only. Open to seniors only.

CS 286: Web Programming (4 Credits)
This course studies the design and implementation of Web applications. Students will learn HTML, JavaScript, CSS, XML, PHP, MySQL, and contemporary Web technologies. There will be several programming assignments and a final project, where each student will build a Web application with components covered during the semester.

Prerequisite(s): CS 064

Note(s): Open to graduate students only.
DANCE (DNC)

**DNC 001: Elementary Ballet (1 Credits)**
Fundamentals of classical ballet technique for students with little or no previous ballet training.
Note(s): Open to undergraduates only.

**DNC 002: Introduction to Dance Studies: Theory and Practice (3 Credits)**
Students experience the world of dance studies through embodied practice and research modules. Through introductory studies in technique, choreography, and cultural studies in popular and concert dance forms, students investigate such questions as: What is dance? What role does dance play in society? How has concert dance evolved where is it today? What is "technique"? How are dances made, remembered, and performed? How do we look at and describe dance? What are the politics of the dancing body? Course includes critical writing and attending of performances.
Note(s): Required of all undergraduate dance majors in their first year in the department. Limit 25 students. Open to undergraduates only.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives

**DNC 003: Intermediate Ballet (1 Credits)**
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.
Note(s): Open to undergraduates only.

**DNC 005: Dance Technique I (1 Credits)**
Elementary studio course in the principles of dance technique and creative movement expression for majors and non-majors. In any given semester the content may shift to focus on one of any number of styles or genres selected from various cultural contexts. The content will be dictated by both guest teachers and core faculty.
Note(s): Open to undergraduates only.

**DNC 011: Ballet Barre (1 Credits)**
This beginning- and 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, petite allegro, or the use of port de bras and épaulement, will be part of each class.

**DNC 013: Somatic Arts (1 Credits)**
This studio movement course focuses on somatic (mind-body) practices which complement a dancer’s training. Somatic study deepens awareness of one’s own body, reinforcing the philosophy of the thinking body. Valuable for dancers, athletes, and movement artists, somatic arts study helps to enhance performance and extend performing careers. Specific forms will vary. Examples of the somatic arts practices to be offered: Pilates, yoga, release technique, ideokinesis, Feldenkrais Method, Alexander Technique, and Bartenieff Fundamentals, among others.

**DNC 014: Dance Forms from Here, There and Everywhere (1 Credits)**
This course is taught by expert guest artists that teach in specific named dance forms found both at home and all over the world. Every semester will be a unique exploration of one specific form such as Kathak, hip hop, house, flamenco, hula, square dance, contact improvisation, sabar and any of countless other possibilities. The course is open to all students regardless of prior experience.

**DNC 015: Jazz (1 Credits)**
A technique class for the beginning dance student that includes varied jazz dance styles ranging from lyrical, contemporary, street dance, musical comedy to show dance. Discussions about the origins of the form, its relation to jazz music, and the distinct use of the jazz body are included.

**DNC 016: African Haitian and Dunham Technique (1 Credits)**
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.
Note(s): Open to undergraduates only.

**DNC 034: Dance Improvisation (1 Credits)**
Students of all disciplines/levels are introduced to dance improvisation through an exploration of both solo and group "scores," or open-ended guides that facilitate compositions. These scores help improvisations evolve in the moment as complete works, and help develop awareness of and methods for addressing the architecture of bodies in space, organizing and manipulating time, dancing in the environment, and responding creatively and nimbly to sudden change. Students will also strengthen the capacity to alter feeling states in situations and to allow situations to alter feeling states.
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

**DNC 037: How to Make Dances (2 Credits)**
How to Make Dances is an entry-level class that introduces movers to the elements of time, space, rhythm, and dynamics. With these basic tools we can first begin to discover the many ways the body moves through time and space with rhythmic and affective variation. Next, we look at ways of connecting rudimentary movements into phrases that can evolve into complete solo works that communicate intent, tone, feeling, and thought. Through this process we develop a language about movement that lets the class talk about the elements of a dance and share constructive insight into each other's work.
Note(s): Limit 14 students.
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

**DNC 079: Labanotation Studies (2 Credits)**
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.

**DNC 080: Laban Studies (2 Credits)**
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.
Note(s): Open to sophomores, juniors, seniors, and graduate students.
DNC 081L: World Dance (0.25-1.25 Credits)
Fundamentals of classical ballet technique for students with little or no previous ballet training.

DNC 101: Elementary Ballet (1 Credits)
Elementary studio course in the principles of dance technique and creative movement expression for majors and non-majors. In any given semester the content may shift to focus on one of any number of styles or genres selected from various cultural contexts. The content will be dictated by both guest teachers and core faculty.
Note(s): Open to sophomores, juniors, seniors, and graduate students.

DNC 103: Intermediate Ballet (1 Credits)
Intermediate ballet class for majors and non-majors. In any given semester the content may shift to focus on one of any number of styles or genres selected from various cultural contexts. The content will be dictated by both guest teachers and core faculty. Students can select variable credit based on completing either 2 or 3 classes per week.
Note(s): By audition at the beginning of the term Limit 20 students.
Instructor Consent Required: Y

DNC 107: Dance Technique II (1 Credits)
Studio classes designed to increase skills, range, and artistry in a wide range of dance techniques. In any given semester the content may shift to focus on one of any number of styles or genres selected from various cultural contexts. The content will be dictated by both guest teachers and core faculty. Students can select variable credit based on completing either 2 or 3 classes per week.
Note(s): By audition at the beginning of the term. Limit 40 students.
Instructor Consent Required: Y

DNC 109: Dance Technique III (1 Credits)
This course focuses on deepening the execution and performance of various contemporary dance techniques for advanced dance students.
Prerequisite(s): DNC 107
Note(s): By audition at beginning of term. Limit 30 students.
Instructor Consent Required: Y

DNC 110: Movement Research (1 Credits)
This course has a flexible and dynamic structure that sits between and traditional dances from the African Haitian culture.
Prerequisite(s): DNC 107 and DNC 108
Note(s): By audition at the beginning of the term. Limit 25 students.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment

DNC 111: Ballet Barre (1 Credits)
This beginning- and 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, petite allegro, or the use of port de bras and épaulement, will be part of each class.

DNC 113: Somatic Arts (1 Credits)
This studio movement course focuses on somatic (mind-body) practices which complement a dancer's training. Somatic study deepens awareness of one’s own body, reinforcing the philosophy of the thinking body. Valuable for dancers, athletes, and movement artists, somatic arts study helps to enhance performance and extend performing careers. Specific forms will vary. Examples of the somatic arts practices to be offered: Pilates, yoga, release technique, ideokinesis, Feldenkrais Method, Alexander Technique, and Bartenieff Fundamentals, among others.

DNC 114: Dance Forms from Here, There and Everywhere (1 Credits)
This course is taught by expert guest artists that teach in specific named dance forms found both at home and all over the world. Every semester will be a unique exploration of one specific form such as hip hop, house, flamenco, hula, square dance, contact improvisation, sabar and any of countless other possibilities. The course is open to all students regardless of prior experience.

DNC 115: Jazz (1 Credits)
A technique class for the beginning dance student that includes varied jazz dance styles ranging from lyrical, contemporary, street dance, musical comedy to show dance. Discussions about the origins of the form, its relation to jazz music, and the distinct use of the jazz body are included.
Note(s): Open to undergraduates only.

DNC 116: African Haitian and Dunham Technique (1 Credits)
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.
Note(s): Open to sophomores, juniors, seniors, and graduate students.

DNC 131: Screendance (2 Credits)
When dance appears on screen it can reach vast new audiences. But maintaining vitality in dance in an electronic medium requires a re-orientation of thinking. This class is a laboratory for investigating these challenges. Participants will explore film grammar, story structure and experimental narrative through hands-on creative work, classroom viewings, discussion, and readings. Students will study contemporary and historical context as well as basic camera use and editing to produce a screendance.
Note(s): Open to sophomores, juniors, seniors, and graduate students.

DNC 133: Applied Concepts in Kinesiology (2 Credits)
Concepts in musculoskeletal anatomy, joint actions, individual differences in human movement, physiology of dance, conditioning, and movement behavior are examined and put into practice through movement.

DNC 134: Dance Improvisation (1 Credits)
Students of all disciplines/levels are introduced to dance improvisation through an exploration of both solo and group "scores," or open-ended guides that facilitate compositions. These scores help improvisations evolve in the moment as complete works, and help develop awareness of and methods for addressing the architecture of bodies in space, organizing and manipulating time, dancing in the environment, and responding creatively and nimbly to sudden change. Students will also strengthen the capacity to alter feeling states in situations and to allow situations to alter feeling states.
Meets the following Gen Ed requirements: Creation and Criticism in the Arts
DNC 137: Introduction to Choreography (2 Credits)
This course introduces the elements of time, space, and dynamics as considerations for the sourcing of movement ideas and construction of movement sequences. Students engage in creative problem solving to link movements into longer sequences that eventually become, by way of compositional attention, finished solo dances. Time is also spent developing language skills for communicating dance concepts so that students can participate in providing each other constructive feedback.

Note(s): Limit 14 students.

Meets the following Core requirements: Create, Innovate & Experiment

Meets the following Gen Ed requirements: Creation and Criticism in the Arts

DNC 152: Action Lab (2 Credits)
Action Lab is an exploratory forum in which students question and investigate the act of performance itself. Students will reflect upon their outside participation in both undergraduate and graduate student choreographic projects.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

DNC 153: Theory of Teaching Dance (3 Credits)
Theory of Teaching Dance integrates theory, pedagogy, instructional methods, and teaching practice into a foundation of dance learning for children and adults. Through the lens of Critical Pedagogy, students will learn how to create curricula that align their personal philosophy of dance, articulated from the theories that inform it, with state and national professional standards and sound principles of human development.

Note(s): no audits Limit 24 students.

DNC 155A: Repertory Dance Company (1-2 Credits)
The Mills Repertory Dance Company brings forward the creative process of dance professionals and provides performing experience to a group of student dancers chosen by the audition process. To be eligible, you must have prior dance experience, be registered in an advanced technique class, or be at the intermediate level with the approval of the artistic director. The course involves rehearsals with renowned choreographers, performances on campus, and participation in festivals and outreach events. Each company member must make a one-year commitment.

Note(s): Student has to be registered in a modern technique class for 1 credit. Limit 20 students. Open to sophomores, juniors, seniors, and graduate students.

Instructor Consent Required: Y

DNC 155B: Repertory Dance Company (1-2 Credits)
The Mills Repertory Dance Company brings forward the creative process of dance professionals and provides performing experience to a group of student dancers chosen by the audition process. Eligibility for the company includes having prior dance experience, and being registered in advanced technique class (or intermediate level with the approval of the artistic director). The course involves rehearsals with renowned choreographers, performances on campus, and participation in festivals and outreach events. Each company member must make a one-year commitment.

Prerequisite(s): DNC 155A

Note(s): Students must be registered in a modern technique class for 1 credit. Limit 25 students.

Instructor Consent Required: Y

DNC 157: Music and Dance (3 Credits)
This course is a study of music and its relation to dance. After an in-depth study of rhythm, we focus on musical/choreographic forms and procedures, the elements of music in relation to movement, and the exploration of different kinds of relationships between music and choreography. A broad sampling of music literature will permeate the course and provide the basis for choreographic exploration. We will also develop skills for creating soundscores using a variety of free software packages.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

Meets the following Core requirements: Create, Innovate & Experiment

Meets the following Gen Ed requirements: Creation and Criticism in the Arts

DNC 159: Stage Production (2 Credits)
This course will introduce students to a variety of theatrical production skill sets necessary for real world small budget theatrical production. Topics will include: lighting with various resources from the homemade to the professional; sound design and basic acoustic principles; video projection design; rigging safety and stage management protocols. The course will look at production in a variety of locations including Lisser Main Stage, Lisser Studio Theater and Haas Studio 1.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

DNC 165: Modern to Contemporary Performance: History, Theory, and Practice (3 Credits)
This course investigates 19th-21st century Western concert dance as a hybrid art form intrinsically linked to social, political, technological, and economic forces. We study major canonical dance in the U.S. (with some attention to Europe and Russia), and examine various genres within the form as a series of kinesthetic, social, and aesthetic relationships. Our goal is to grasp the place of concert dance in time as personal and social expression, with its paradoxical ability to both pioneer liberated emotion and physicality and solidify traditional ideas of gender, race, ability, and the body.

Note(s): Freshwomen on occasion may be admitted if they have prior history training. Limit 23 students. Open to sophomores, juniors, seniors, and graduate students.

Meets the following Core requirements: Critical Analysis, Race, Gender & Power. Written and Oral Communication II

Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives, Women and Gender

Crosslisted with: DNC 265

DNC 167: BLACK DANCE IN AMERICA (0.25-1.25 Credits)

DNC 170: Seminar in Interdisciplinary Collaboration (2-3 Credits)
This seminar for musicians, writers, dancers and visual artists will explore the interdisciplinary nature of the collaborative process. Exploring tenets from multiple art forms, participants will identify and share their disciplines, strengths and aesthetics to create interdisciplinary projects, involving studio presentations, installation, site-specific performances, and audience participation.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

Meets the following Core requirements: Create, Innovate & Experiment

Meets the following Gen Ed requirements: Creation and Criticism in the Arts
DNC 174: Ballet History from the 16th through the 19th Centuries (2-3 Credits)
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.
Note(s): Open to sophomores, juniors, seniors, and graduate students. Meets the following Gen Ed requirements: Multicultural Perspectives, Historical Perspectives, Women and Gender

DNC 176: Dance Cultures (4 Credits)
Dance Cultures studies dance as an artifact and expression of culture, embodying social and political values, traditions, gender relations and concepts of mind/body. Through readings in cultural anthropology and dance studies and frequent master classes, we will address dance forms as living objects of cultural transmission. We will also examine forces of change such as cultural assimilation and appropriation to address the plasticity of dance and investigate cultural continuity across time.
Note(s): Open to sophomores, juniors, seniors, and graduate students. Meets the following Core requirements: International Perspectives, Women and Gender

DNC 179: Labanotation Studies (2 Credits)
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.

DNC 180: Special Topics in Dance (1-3 Credits)
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.

DNC 180A: Art History of African Dance Traditions (3 Credits)
This course introduces students to some selected traditional dances and their set-up from selected African cultures. Common features include socio-economic, historical and religious backgrounds, dance types, context and function of dance, music as integral art; organization and performance, gender roles and stylistic differences. Communication through dance - movements, gestures, mime and the integration of other art forms.

DNC 181: Solo Choreography (2 Credits)
This studio course explores movement invention and the craft of choreography using structural devices such as theme and development; chance sequencing; retrograde; and variations in space, time, and dynamics to build solo dances.
Prerequisite(s): DNC 037
Note(s): Students taking choreography courses must also register for a dance technique class. Limit 20 students.

DNC 182: Group Choreography (2 Credits)
This course explores myriad ways of developing ensemble choreography and learning how to see and understand how to use effort, shape, architectural elements, time, light and proximity to audience. We will work with structural devices that focus on counterpoint and contrast, with improvisational strategies to help both generate and organize materials; and with building materials in response to specific creative problem-solving tasks.
Prerequisite(s): DNC 037
Note(s): Open to undergraduates only. Open to juniors and seniors only. Instructor Consent Required: Y

DNC 183: Advanced Seminar in Dance (3 Credits)
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.

DNC 184: Choreography: Construction Project (2 Credits)
The creation and presentation of a dance work designed for performance in a non-proscenium environment. The students will work closely with the teacher and will have the opportunity to present a group piece.
Prerequisite(s): DNC 034 and DNC 037 and DNC 181
Note(s): Open to undergraduates only. Open to juniors and seniors only.

DNC 188A: SR PROJ CHOREG/DNC RES (0.25-1.25 Credits)
DNC 188B: SR PROJ//CHOREOGRAPHY (0.25-1.25 Credits)

DNC 190: Senior Project in Dance Research (3 Credits)
Preparation and presentation of a research paper and/or a performance research project that connects the student’s understanding of dance as an art form to other perspectives.
Note(s): Open to undergraduates only. Open to juniors and seniors only.

DNC 191: Senior Project in Dance Research: Choreography (2 Credits)
This course is a performance/choreography project which consists of a public presentation of the student’s choreography. The senior project may be presented as one complete work, or with several parts all bearing on a central idea, or it can be shorter dances unrelated to each other. The total length of the presentation should be 8-12 minutes. This choreographic work should connect the student’s understanding of dance as an art form to other perspectives.
Note(s): Open to undergraduates only. Open to juniors and seniors only.

DNC 196: Digital Performance (2-3 Credits)
This course combines multimedia performance making, lively theoretical debate, performance critique and elementary media programming in Isadora. From a variety of readings in new media theories, feminist film theories, gender studies, and performance studies, we examine live and mediated bodies in dance theatre, film, photography, multimedia performance art, video installation, and web-based art. Informed by a theory-in-practice model, students create experimental, multimedia performance works using live action/ choreography, still projection, video, music/sound, and text
Note(s): Enrollment is limited due to use of equipment, performance time, and rehearsals. Limit 20 students. Open to sophomores, juniors, seniors, and graduate students. Meets the following Core requirements: Create, Innovate & Experiment
DNC 198: Dance Theater in Traditional and Contemporary Performance (2-3 Credits)
Dance Theater provides an intellectual, artistic, and somatic understanding of Western theater from its origins in ritual practice to its development as an interdisciplinary art form with fluid and elastic boundaries. We begin by examining the form's essential components, such as time, space, voice, and the body's basic expressive acts, and then explore the ways in which these elements are utilized for aesthetic, political, social, ritualistic, or religious ends. Studio practice is a component of every class.
Note(s): Open to sophomores, juniors, seniors, and graduate students.
Meet the following Core requirements: Critical Analysis, Create, Innovate & Experiment
Meet the following Gen Ed requirements: Creation and Criticism in the Arts

DNC 210: Movement Research (0.5-1 Credits)
This course is designed to help students synthesize various aspects of their overall coursework in dance, theater and interdisciplinary research. The course has a flexible and dynamic structure that allows the word “research” to be in the forefront. The course interrogates movement practices, techniques, compositional approaches, and movement histories and theories all with the goal of expanding understandings of what dance and live theater is, has been and can be. The course also encourages students to participate in the overall design and trajectory of the semester.
Prerequisite(s): DNC 107 and DNC 108
Note(s): By audition at the beginning of the term. Limit 25 students. Open to graduate students only.

DNC 231: Screendance (3 Credits)
When dance appears on screen it can reach vast new audiences. But maintaining vitality in dance in an electronic medium requires a re-orientation of thinking. This class is a laboratory for investigating these challenges. Participants will explore film grammar, story structure and experimental narrative through hands-on creative work, classroom viewings, discussion, and readings. Students will study contemporary and historical context as well as basic camera use, storyboarding and editing to produce dance videos.

DNC 243: Independent Project (2-4 Credits)
Research and fieldwork in dance movement that has an experiential component. Development of methods and materials for dance in particular contexts (education or other art forms).
Note(s): This class may be taken two times for a maximum of 1 credit. Open to graduate students only.

DNC 250A: Thesis: Research Project (2 Credits)
This course is designed for dance MA and MFA candidates as preparation for the written thesis. Students will explore various research methodologies, topic ideas, thesis guidelines, and will complete preliminary research for their projects, culminating in a thesis prospectus and abstract.
Note(s): Open to graduate students only.

DNC 250B: Thesis: Writing (2-4 Credits)
In section B of the Thesis series, candidates, under supervision of a thesis advisor, will complete original scholarly research begun the previous semester and write a formal 30-50 page paper that contributes to scholarship in the field. Students will also complete an oral comprehensive exam with both a written and verbal component.
Prerequisite(s): DNC 250A
Note(s): Open to graduate students only.

DNC 250C: Thesis: Concert (2 Credits)
Candidates for the MFA in choreography and the MFA in choreography and performance must create a substantial and original ensemble dance work using a minimum of three dancers. Those pursuing a combined degree in performance and choreography will additionally create a solo performed by the candidate. Course is two semesters, beginning in Fall semester of the 2nd year and completed in the Spring semester of the same academic year. A total of 1 credit must be taken to fulfill the 250 requirement.
Prerequisite(s): DNC 250A and DNC 250B
Note(s): Open to graduate students only.

DNC 252: Action Lab (2 Credits)
Action Lab is an exploratory forum in which students question and investigate the act of performance itself. Students will reflect upon their outside participation in both undergraduate and graduate student choreographic projects.
Note(s): Open to graduate students only.

DNC 253: Theory of Teaching Dance (3 Credits)
Theory of Teaching Dance integrates theory, pedagogy, instructional methods, and teaching practice into a foundation of dance learning for children and adults. Through the lens of Critical Pedagogy, students will learn how to create curricula that align their personal philosophy of dance, articulated from the theories that inform it, with state and national professional standards and sound principles of human development.
Note(s): no audits Limit 24 students.

DNC 254: Laboratory Teaching of Dance (2 Credits)
Analysis, structuring, and practicing of teaching skills.
Prerequisite(s): DNC 253
Note(s): No auditors Open to graduate students only.

DNC 255A: Repertory Dance Company (1-2 Credits)
The Mills Repertory Dance Company brings forward the creative process of dance professionals and provides performing experience to a group of student dancers chosen by an audition process. To be eligible, you must have prior dance experience, be registered in an advanced technique class, or be at the intermediate level with the approval of the artistic director. The course involves rehearsals with renowned choreographers, performances on campus, and participation in festivals and outreach events. Each company member must make a one-year commitment.
Note(s): Student has to be registered in a modern technique class for 1 credit Limit 20 students. Open to sophomores, juniors, seniors, and graduate students.
Instructor Consent Required: Y

DNC 255B: Repertory Dance Company (1-2 Credits)
The Mills Repertory Dance Company brings forward the creative process of dance professionals and provides performing experience to a group of student dancers chosen by an audition process. Eligibility for the company includes having prior dance experience, and being registered in advanced technique class (or intermediate level with the approval of the artistic director). The course involves rehearsals with renowned choreographers, performances on campus, and participation in festivals and outreach events. Each company member must make a one-year commitment.
Prerequisite(s): DNC 155A
Note(s): Students must be registered in a modern technique class for 1 credit Limit 25 students.
Instructor Consent Required: Y
DNC 257: MUSIC FOR THE DANCER (0.25-1 Credits)

DNC 265: Modern to Contemporary Performance: History, Theory, and Practice (4 Credits)
This course investigates 19th-21st century Western concert dance as a hybrid art form inextricably linked to social, political, technological, and economic forces. We study major canonical dance in the U.S. (with some attention to Europe and Russia), and examine various genres within the form as a series of kinesthetic, social, and aesthetic relationships. Our goal is to grasp the place of concert dance in time as personal and social expression, with its paradoxical ability to both pioneer liberated emotion and physicality and solidify traditional ideas of gender, race, ability, and the body.

Crosslisted with: DNC 265

DNC 270: Seminar in Interdisciplinary Collaboration (2-3 Credits)
This seminar for musicians, writers, dancers and visual artists will explore the interdisciplinary nature of the collaborative process. Exploring tenets from multiple art forms, participants will identify and share their disciplines, strengths and aesthetics to create interdisciplinary projects, involving studio presentations, installation, site-specific performances, and audience participation.

Note(s): Open to graduate students only.

DNC 280: Special Topics (0.5-1 Credits)

DNC 282: Group Choreography (2 Credits)
This course will explore methods for developing, seeing, and understanding ensemble choreography. Several approaches will be used including: working with structural devices that focus on counterpoint; working with improvisational strategies to help both generate and organize materials; and building materials in response to specific creative problem solving tasks.

Prerequisite(s): DNC 037

Note(s): Open to seniors only.

Instructor Consent Required: Y

DNC 284: Choreography: Construction Project (2 Credits)
The creation and presentation of a dance work designed for performance in a non-proscenium environment. The students will work closely with the teacher and will have the opportunity to present a group piece.

Prerequisite(s): DNC 282

Note(s): Open to graduate students only.

DNC 285: Sources and Inventions (2 Credits)
A wide range of sources are investigated as possible tools to cultivate new processes of personal expression. Some of these sources can originate in theater, literature, video, film, spoken word, music, current events, and digital art.

Prerequisite(s): DNC 181

Note(s): Students who take choreography courses must also register for a dance technique class. Limit 12 students. Open to graduate students only.

DNC 286: Contemporary Choreography: Stylistic and Contextual Investigations (2-4 Credits)
Students research and use various styles of art making (including Expressionism, Surrealism, Dada, Pop, Minimalism, installation art, digital art, etc.) to cultivate new structures and movement material. This exploration deepens and challenges the conceptual nature of making dances.

Prerequisite(s): DNC 282

Note(s): Students who take choreography courses must also register for a dance technique class. Limit 12 students. Open to graduate students only.

DNC 288: Critical Acts (4 Credits)
Critical Acts is designed to enlarge and critically challenge dancers’ thinking about dance through experience, observation, analysis, interpretation and theory. We will encounter ideas that have given birth to and continue to shape dance and performance theory, and weigh them in light of experience of the body’s knowledge. Our goal is to test modes of perception, record and analyze events as faithfully as possible, sharpen individual understanding of experience, and deepen our grasp of movement as an art form never divorced from thought, culture and history.

Note(s): Open to graduate students only.

DNC 291: Early Modern Women: Western Dance Pioneers (2-4 Credits)
This graduate seminar examines the role women played in shaping contemporary dance in the first half of the 20th century. Discussions, dance viewings, and readings will focus on the intellectual and artistic contributions of early European and American choreographers, looking at their work in terms of historical context, race, gender, and national identity.

Note(s): Open to graduate students only.

DNC 292: The Diaghilev Ballets Russes and the Making of Modern Culture (2-4 Credits)
This course examines the contribution of Diaghilev’s Ballets Russes to 20th-century modernism. We will investigate the cultural context in which he worked, as well as the revolutionary collaborations he fostered between innovative choreographers, composers, artists, and writers.

Note(s): Open to graduate students only.

DNC 293: Contemporary Issues in Choreography (2-4 Credits)
This seminar will investigate contemporary dance/theatre works and artists that have been influenced by the race, gender, intercultural, social injustice, physically challenged, and cultural/aesthetic issues of their times. We will look at new processes and ways of thinking in dance which have emerged in the global context of aesthetics and current directions, and the impact on society. These topical investigations may result in the creation of dance/theatre works either independently or involving community partnerships.

Note(s): Open to graduate students only.

Instructor Consent Required: Y

DNC 296: Digital Performance (2-3 Credits)
This course combines multimedia performance making, lively theoretical debate, performance critique and elementary media programming in Isadora. From a variety of readings in new media theories, feminist film theories, gender studies, and performance studies, we examine live and mediated bodies in dance theatre, film, photography, multimedia performance art, video installation, and web-based art. Informed by a theory-in-practice model, students create experimental, multimedia performance works using live action/choreography, still projection, video, music/sound and more.

Note(s): Enrollment is limited due to use of equipment, performance time, and rehearsals. Limit 20 students. Open to graduate students only.
DNC 298: Dance Theater in Traditional and Contemporary Performance (2-4 Credits)
Dance Theater provides an intellectual, artistic, and somatic understanding of Western theater from its origins in ritual practice to its development as an interdisciplinary art form with fluid and elastic boundaries. We begin by examining the form’s essential components, such as time, space, voice, and the body’s basic expressive acts, and then explore the ways in which these elements are utilized for aesthetic, political, social, ritualistic, or religious ends. Studio practice is a component of every class.

Note(s): Open to sophomores, juniors, seniors, and graduate students.
DATA SCIENCE (DATA)

DATA 060: Data Visualization (3 Credits)
This course teaches skills for seeing and showing the information in data. We will draw on principles of design, human perception, color theory, and storytelling to develop standards of data visualization, and we will learn a range of tools for implementing them. Topics include the history of diagrams, charts, maps, and graphic design; theories of aesthetics and the psychology of perception; static, dynamic, and interactive displays of data; data journalism; visualization of social media and marketing data; 3D visualization.

DATA 150: Introduction to Data Analysis (4 Credits)
Data analysis is the extraction of knowledge and insights from complex data. This course introduces the concepts, issues, and techniques of data analysis. Topics include data cleaning and preparation, feature selection, association rules, classification, clustering, evaluation and validation. Tools implemented in R and Python will be used to explore data sets using these techniques.

Prerequisite(s): CS 064 and MATH 102
**ECONOMICS (ECON)**

**ECON 050: Introduction to Economics (2-4 Credits)**
An introduction to economic theory and its application to contemporary economic problems. Transfer students who have taken an introductory microeconomics or macroeconomics course may be able to enroll in this course for 2 credits, and should contact the instructor or Economics Department chair for details. All others should enroll for 4 credits.

**Meets the following Core requirements:** Critical Analysis, Quantitative Literacy

**Meets the following Gen Ed requirements:** Human Institutions and Behavior, Quantitative and Computational Reasoning

**ECON 081: Introduction to Statistics (3 Credits)**
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.

**Meets the following Core requirements:** Quantitative Literacy

**Meets the following Gen Ed requirements:** Quantitative and Computational Reasoning

**Crosslisted with:** MGMT 281, PPOL 201

**ECON 100: Microeconomic Theory (3-4 Credits)**
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.

**Prerequisite(s):** ECON 050

**Crosslisted with:** MGMT 200

**ECON 101: Macroeconomic Theory (3 Credits)**
Theory of income and employment; role of the monetary system; history of business fluctuations; analysis of the "cycle"; and fiscal, monetary, and direct measures for mitigating fluctuations.

**Prerequisite(s):** ECON 050

**ECON 102: Dollars and Sense (3 Credits)**
This course is designed to let Mills students acquire the knowledge, tools, and confidence necessary to become financially independent. Topics will include an overview of the financial system and the role of money; credit and debt. Budgeting, accounting, and planning will be discussed as well the factors to consider when making large purchasing decisions. In addition, students will be given an overview of common financial investments. For each topic the legal and ethical considerations will be discussed as well as the impact of the economy and government policies.

**Note(s):** Open to undergraduates only. Open to sophomores, juniors, and seniors only.

**ECON 113: Money and Financial Institutions (3 Credits)**
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.

**Prerequisite(s):** ECON 050

**Crosslisted with:** MGMT 211

**ECON 116: Corporate Finance (3-4 Credits)**
An introduction to financial and investment decision making within corporations. The course has a broad scope, as it develops techniques that can be used to analyze various problems involving time, uncertainty, and the financial management of organizations. Topics to be covered include asset valuation, the relationship between risk and rate of return, the evaluation of investment projects, the effects of debt financing on stock values, and the analysis of options. Ideas from behavioral finance will be integrated where appropriate.

**Prerequisite(s):** ECON 050 and ECON 081

**Crosslisted with:** MGMT 216

**ECON 117: Women and the Economy (3 Credits)**
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.

**Prerequisite(s):** ECON 050

**Meets the following Gen Ed requirements:** Women and Gender

**ECON 118: Financial Derivatives (3-4 Credits)**
Covers derivatives markets, including options, futures contracts, and swaps. Explores methods for valuing derivatives and developing risk management strategies. Develops analytical tools such as binomial trees, the Black-Scholes model, and value-at-risk.

**Prerequisite(s):** ECON 116

**Crosslisted with:** MGMT 218

**ECON 130: The Economics of Poverty, Inequality, and Discrimination (3-4 Credits)**
This course will examine the nature, causes, and effects of inequality and poverty in the United States, with a special focus on remedial public policies. Some of the issues covered include race and gender discrimination, different ways of measuring poverty and inequality, and cross-national comparisons of poverty and inequality.

**Prerequisite(s):** ECON 050

**ECON 134: Public Sector Economics: The Economics of Government (4 Credits)**
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.

**Prerequisite(s):** ECON 050

**Crosslisted with:** PPOL 215

**ECON 136: Managerial Economics (3-4 Credits)**
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 auctions.

**Prerequisite(s):** ECON 100

**Crosslisted with:** MGMT 236
ECON 139: Urban Economics (3 Credits)
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, crime, concentrated poverty, and segregation.
Prerequisite(s): ECON 050
Crosslisted with: MGMT 239

ECON 139SL: Urban Economics (4 Credits)
Urban Economics uses economic analysis to explore why, where and how cities form, grow, and affect economic outcomes and social well-being. It also examines the challenges cities face, including housing and homelessness, segregation and concentrated poverty, urban education, crime and safety, equity in access to services and public space, land use (including urban agriculture), environmental impacts, transportation, funding, industry clusters and commerce. Off-campus exploration and interactions with experts add concreteness and practical reality to what is learned from theory and analysis.
Prerequisite(s): ECON 050

Meets the following Gen Ed requirements: Human Institutions and Behavior, Quantitative and Computational Reasoning

ECON 141: Economics of Education (3-4 Credits)
This course applies economic theories to education policy issues and examines the results of empirical studies. What are the economic benefits of education to the individual and to society? How does education get financed in California, in the U.S., and around the world? How can we make our education systems run more effectively? How do educational policies affect inequalities in society? Topics will include school choice programs, the labor market for teachers, and class size.
Prerequisite(s): ECON 050

ECON 149: Strategic Behavior (4 Credits)
This course applies game theory and behavioral economics toward understanding strategic decision-making. A major theme of the course is that game theory describes how people should behave in order to achieve certain objectives, while behavioral economics highlights many ways in which actual behavior deviates from what is individually optimal—primarily because of cognitive limitations and perceptual biases. By investigating these two fields of study, the course provides fundamental insights into human motivation and interaction in markets, politics, and everyday life.
Prerequisite(s): ECON 100

ECON 153: Environmental Economics (3 Credits)
The application of economic analysis to problems of resource depletion and environmental pollution. Fundamental questions will be addressed. Does economic growth imply environmental destruction? What are 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? What are effects of market structure and uncertainty on the rate of resource depletion?
Prerequisite(s): ECON 050
Crosslisted with: MGMT 253

ECON 155: International Trade (3 Credits)
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.
Prerequisite(s): ECON 050
Crosslisted with: MGMT 255

ECON 158: International Finance (3-4 Credits)
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.
Prerequisite(s): ECON 050
Crosslisted with: MGMT 219

ECON 159: Economic Development (3-4 Credits)
This course deals with the less-developed countries, home to more than two-thirds of the world's population. The first half of the semester examines theories of development and growth, and the second half examines 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.
Prerequisite(s): ECON 050

ECON 164: Econometrics and Business Forecasting (3-4 Credits)
A comprehensive introduction to statistical methods for economic and business decisions. Emphasis is on practical applications of statistical software and data interpretation.
Prerequisite(s): ECON 050 and ECON 081
Crosslisted with: MGMT 264

ECON 165: Applied Econometrics (3 Credits)
This course focuses on the application of advanced econometric and time series techniques to economic issues. Computer assignments and empirical applications are used to discuss and illustrate the practical aspects of simultaneous equation systems, nonlinear models, qualitative response models, time series model specification, unit root test, and cointegration analysis.
Prerequisite(s): ECON 164

ECON 179: Directed Research (1-3 Credits)

ECON 180: Special Topics in Economics (3 Credits)
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.

ECON 180A: Mathematical Modeling in Economics (3 Credits)
Mathematical modeling has become an indispensable tool in economics, finance, business, and public policy. In this course, we use the language of mathematics to describe and understand economic relationships such as those between employers and employees, lenders and borrowers, insurers and insured, etc. Topics to be covered in the course include multivariate constrained optimization and equilibrium conditions with applications to models of dynamic growth, principal-agent relationships, insurance, bargaining, and contracting.
Prerequisite(s): ECON 100 or MATH 047

ECON 182: Modeling and Data Analysis (4 Credits)
This course provides students the tools needed to apply decision analysis to financial and other management problems. These tools allow one to choose the best course of action when presented with data on financial outcomes and probabilities. The tools and techniques learned in this class will help one to analyze real-world problems through the use of a broad range of financial planning tools and other models that foster sound decision-making.
Prerequisite(s): ECON 081
ECON 187: Internship in Business Economics (3 Credits)
Required internship for business economics majors.
Pass/No Pass Only

ECON 190: Senior Seminar in Business Economics (4 Credits)
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.
Prerequisite(s): ECON 050 and ECON 081

ECON 192: Senior Seminar in Economics (4 Credits)
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.
Prerequisite(s): ECON 050
Note(s): Students interested in attending graduate school in economics or business are encouraged to take MATH 008 and MATH 047 and 048. Limit 20 students.

ECON 204: Essentials of Economics (3 Credits)
ECON 204 provides a broad survey of the field of economics. It covers topics in microeconomics (economic decisions of individual consumers, workers, managers, and investors) and macroeconomics (the behavior of the economy as a whole.)
Note(s): This course is open to graduate students only. Open to graduate students only.

ECON 249: Strategic Behavior (3 Credits)
This course applies game theory and behavioral economics toward understanding interactive human behavior, otherwise known as strategic decision-making.
Prerequisite(s): ECON 100
Note(s): This course is restricted to graduate students. Limit 20 students. Open to graduate students only.

ECON 250: Thesis for Masters in Applied Economics (3 Credits)
Students will use tools of economic analysis to address an important question or test a hypothesis about economic behavior. The thesis will be written and findings will be shared with other students in the seminar. As an alternative, students may choose to write a substantial report about a community project that involves using advanced economics tools.
Prerequisite(s): ECON 265
Note(s): ECON 250 is limited to graduate students in the Masters in Applied Economics program. Limit 15 students. Open to graduate students only.

ECON 265: Applied Econometrics (3 Credits)
This course focuses on the application of advanced econometric and time series techniques to economic issues. Computer assignments and empirical applications are used to discuss and illustrate the practical aspects of simultaneous equation systems, nonlinear models, qualitative response models, time series model specification, unit root test, and cointegration analysis.
Prerequisite(s): ECON 164

ECON 282: Modeling and Data Analysis (3 Credits)
This course provides students the tools needed to apply decision analysis to financial and other management problems. These tools allow one to choose the best course of action when presented with data on financial outcomes and probabilities. The tools and techniques learned in this class will help one to analyze real-world problems through the use of a broad range of financial planning tools and other models that foster sound decision-making.
Prerequisite(s): ECON 081
EDUC 100: Introduction to Working in the Child Care Field (2 Credits)
Overview of the child care field examining major theorists, approaches, and delivery systems. Defining appropriate practices and identifying the major challenges to working with young children in group settings.
**Note(s):** Must be enrolled in the early childhood BA for working professionals Limit 35 students. Open to majors only.
**Instructor Consent Required:** Y

EDUC 101: Social Foundations of Education (3 Credits)
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.

EDUC 102: Teaching for Diversity (3 Credits)
Emphasizes the effects of cultural, racial, gender, and social class influences on what children learn and how they are taught.

EDUC 103: Public Policy: Children, Youth, and Family Issues (3 Credits)
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.
**Note(s):** Open to sophomores, juniors, seniors, and graduate students.

EDUC 105: Trauma Informed Leadership (4 Credits)
This course is designed to help students preparing to be public school administrators develop personal insights, interpersonal skills, and management practices for leading diverse, inclusive programs and organizations with a focus on trauma-informed educational practices and English Language Learner (ELL) programs. This course will introduce students to the core concepts (general theory and foundational knowledge), informing evidence-based assessment and intervention for traumatized children and adolescents. Strength-based practice will be highlighted along with a focus on the identification
**Note(s):** This course is required for administrative credential students. Limit 35 students.

EDUC 110: Communities, Schools, and Critical Social Theory (4 Credits)
This course examines the links between schools and the social structure—the social, economic and political factors that have shaped conditions in urban schools and communities. For instance, the socioeconomic context of urban schools provides an important examination of the role of schooling in a stratified society and provides the theoretical grounding for the course. Critical Social Theories of race/ethnicity, class, gender, and culture will be utilized as frameworks through which to explore the development and current conditions of urban communities, schools, and society.
**Note(s):** Open to graduate students only.

EDUC 114: Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Setting (3 Credits)
This course examines the significance of cultural values, traditions, and practices in child-rearing, health, and education for children. Understanding the needs of children in a multicultural society requires knowledge of child development including expertise on a wide range of biomedical factors affecting the child in the hospital, at school, and in various community settings. Equally important is the knowledge of and sensitivity to family culture and the ability to communicate with children and parents from diverse cultures.
**Note(s):** Meets the state requirements for early childhood special education certification. Meets the child life requirement for Family Systems learning as set forth by the Association of Child Life Professionals. Limit 30 students. Open to graduate students only.
**Meets the following Gen Ed requirements:** Multicultural Perspectives

EDUC 116: HEALTH SCIENCE/CHLD & YOUTH (0.25-1 Credits)

EDUC 120: Urban Education (3-4 Credits)
This course focuses on various perspectives on urban education, conditions for teaching and learning in urban public schools, and current theories of pedagogy in urban classrooms along with a close examination of a few representative and critical issues. While our focus is on schools in the United States, we will broaden our discussion at times to examine the same issues from an international perspective. Central to our study is the organization and impact of key “opportunity structures,” most critically those of race and class, in urban schools and communities.
**Note(s):** Open to undergraduates only.
**Meets the following Core requirements:** Community Engagement
**Meets the following Gen Ed requirements:** Multicultural Perspectives

EDUC 125: Inquiry and Action in Urban Contexts (3-4 Credits)
This course combines classroom-based learning with supervised action-oriented field research that emphasizes asset-based social change. Building upon student experiences and interests students will partner with a local urban school or community organization to identify a) core areas of research need; b) meaningful inquiry practices to illuminate these needs; and c) actions to address these needs. The course will culminate in a day of inquiry and action with our school/community partners.
**Note(s):** First years and sophomores should contact the instructor if they are interested in enrolling. As this course is an intensive fieldwork course, enrollment is capped at 15. Limit 15 students. Open to sophomores, juniors, seniors, and graduate students.
**Meets the following Core requirements:** Community Engagement
EDUC 129: Schools, Sexuality, and Gender (3 Credits)
This course has two complementary aims: to ground students in queer theory and its usefulness for questioning normativity around gender and sexuality in education and to prepare students to be agents of change in making schools places that not only include LGBT and queer people but make the world more just for all. Topics include identity construction and intersection for teachers and students; “coming out” and “safe schools”; explicit and hidden curriculum about gender, sexuality, and family; and anti-oppressive education and student activism.

Note(s): Open to sophomores, juniors, seniors, and graduate students.
Meets the following Gen Ed requirements: Women and Gender

EDUC 130: History of Education in the United States (3 Credits)
Working chronologically from the colonial era to the present day, the course examines education at the elementary, secondary, and university level in political, economic, social, and cultural contexts. In addition to specific historical knowledge about the philosophy, processes, and outcomes of education, the course develops historical perspectives to help understand current issues in education including tensions around equity, excellence, assimilation, economic development, and democracy.

Note(s): Open to undergraduates only. Open to sophomores, juniors, and seniors only.
Meets the following Gen Ed requirements: Historical Perspectives

EDUC 133: Curriculum and Environments in Early Childhood Education Programs (3 Credits)
Curriculum to facilitate age-appropriate learning in each area of development. Creative, thoughtful use of space and appropriate equipment and activities will be evaluated and explored. The creation and use of infant and toddler outdoor play areas as an extension of the classroom and how to create age-appropriate constructive and purposeful yard spaces for the preschool child will be discussed.

Note(s): Open to child development majors and graduate students in ECE. Limit 25 students. Open to sophomores, juniors, seniors, and graduate students.

EDUC 134: Research Methodology for Observing Children (4 Credits)
Focus on systematic techniques of observation and interpretation of children's behavior and development. Four hours of observation laboratory required weekly.

Prerequisite(s): PSYC 140 or EDUC 136
Note(s): Open to undergraduates only. Open to sophomores, juniors, and seniors only.
Instructor Consent Required: Y

EDUC 134A: Research Methodology for Observing Children (3 Credits)
Focus on systematic techniques of observation and interpretation of children's behavior and development. Four hours of observation laboratory required weekly.

Prerequisite(s): PSYC 140
Instructor Consent Required: Y

EDUC 135: EDUC ROLE OF THE FAMILY (0.25-1 Credits)

EDUC 136: Introduction to Development and Learning in Young Children (3 Credits)
Overview of developmental processes related to planning educational programs for young children, with an emphasis on cognitive development. Implications of physical, cognitive, affective, and social development for learning will be studied, all through a cultural lens. Content will cover typical and atypical development, prenatal through elementary.

Note(s): Required for all child development majors. Limit 30 students.
Meets the following Core requirements: Critical Analysis
Meets the following Gen Ed requirements: Human Institutions and Behavior, Multicultural Perspectives

EDUC 137: Language Development: Literacy, bilingualism, and communication (3 Credits)
Theories and research on the stages of child language acquisition, first and second language learning, the relations between language, culture, and cognition, and the relations between the development of oral and written language and literacy. Students will complete mini research projects in one of these areas.

Note(s): Required for all child development majors. Limit 30 students.
Meets the following Core requirements: Critical Analysis
Meets the following Gen Ed requirements: Human Institutions and Behavior, Multicultural Perspectives

EDUC 138: Social, Emotional, and Moral Development and Learning (3 Credits)
Theories and research on children's social, emotional, and moral development and relations to school learning. Students will complete mini research projects in relation to one of these areas.

Prerequisite(s): PSYC 140

Note(s): Required for all child development majors. Open to undergraduates only. Open to juniors and seniors only.
Instructor Consent Required: Y

EDUC 139: DEVEL, LEARN IN ADOLESCENTS (0.25-1 Credits)

EDUC 140: Hip Hop Pedagogy (3 Credits)
The course will draw connections between popular culture and "liberal learning," examining how hip-hop is related to the community while illustrating the principles of liberatory pedagogy. The course will examine theoretical and applied work that emphasizes education, hip-hop, and social capital.

EDUC 141: THE ARTS IN A CHILD'S LIFE (0.25-1 Credits)

EDUC 142: The Hospitalized Child (3 Credits)
This course considers special problems arising through hospitalization of children from infancy through adolescence. It focuses on the psychological and social issues associated with illness and other traumatic life experiences in childhood. Developmental perspective used in this course has applicability for understanding children's responses to other critical experiences. The course is designed for, but not limited to, students interested in a career as child life specialists. The topics covered also prepare students for careers in education and mental health professions.

Note(s): Open to undergraduates only.
EDUC 144: WORKING WITH PARENTS: LISTN,COM (0.25-1 Credits)

EDUC 153: Administering Early Childhood Programs (2 Credits)
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, and professional reports.

Note(s): Open to juniors and seniors only.

EDUC 154: Medical Information: Children in Hospitals and Clinics (2 Credits)
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.

Prerequisite(s): EDUC 142

Note(s): Prerequisites: EDUC 142, PSYC 140, or declared pre-health science majors with consent of instructor.

EDUC 155: Children with Special Needs: Infants and Young Children (3 Credits)
This course focuses on neuro-diverse development and special education issues that arise in teaching infants and young children. The course examines the identification process of special needs and the evidence-based practices available to support infants and young children with special needs in their natural environments. The course aims to provide students with knowledge of developmental and behavioral characteristics of infants and young children, birth to five years, who have disabilities or are at-risk for developmental delay.

Note(s): Open to undergraduates only. Open to juniors and seniors only.

EDUC 156: Grief & Loss: Children & Families (3 Credits)
This course is an experiential-based seminar that will focus on grief and loss of children, adolescents, and families. The primary focus of the course will be to enhance your knowledge and understanding of how death, loss, grief, and loss of bereavement impact children and families developmentally, psychosocially, socially and emotionally. Additionally, aspects of culture, religion, and social norms will be discussed and integrated into the course content. Students will be introduced to various theories including tasks, phases, stages, and approaches to grief and evidence based.

Prerequisite(s): EDUC 142

Instructor Consent Required: Y

EDUC 158: Early Childhood Curricula for Children with Special Needs (3 Credits)
Describes major curriculum models developed for preschool special education. It provides a review of developmental, learning, and behavioral characteristics of young children (three to five 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, preacademics, multicultural education for preschool children, interagency coordination, collaboration with families, and developmentally appropriate practice adapted for children.

Prerequisite(s): EDUC 155

Note(s): There will be separate sections for graduates and undergraduates. This is the undergraduate section and it is restricted to child development majors. Limit 20 students. Open to juniors only. Open to sophomores, juniors, seniors, and graduate students.

Instructor Consent Required: Y

EDUC 160: History and Theories of Play in Human Development, Culture, and Education (3 Credits)
A study of theories of play in historical and contemporary perspectives, 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.

Note(s): Open to undergraduates only. Open to sophomores, juniors, and seniors only.

Meets the following Core requirements: Critical Analysis
Meets the following Gen Ed requirements: Human Institutions and Behavior

EDUC 161: Interpersonal Communication (3 Credits)
This course focuses on the theory and practice of dyadic communication, reduction of defensive climates as a means of facilitating effective communication, the role of communication in establishing and maintaining organizational cultures, and multicultural communication issues. Special emphasis on perception, interpersonal dynamics, conflict resolution, active listening skills, and verbal and nonverbal communication.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

EDUC 173A: Child Life Seminar & Clinical Skills (3 Credits)
Students will gain skills for professional and clinical child life practice. Clinical areas will include therapeutic play and child centered interventions, working with parents and the multidisciplinary team, and enhancing assessment and case formulation. Professional areas will include preparing for the child life exam, interview skills, and interpersonal communication skills.

Note(s): This course is only open to child life majors. Limit 30 students.

EDUC 173B: Field Experience in Child Life in Hospitals II (2-6 Credits)
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.

Note(s): Open to child life students only. Fieldwork hours individually arranged with hospital placement; time required varies according to credit received.

EDUC 176: Leadership and Administration in Early Childhood Programs (3 Credits)
This course was developed to build a cadre of leaders and administrators with knowledge and competencies to implement thoughtful and creative approaches to maximizing the potential of programs in the field of ECE. Students explore the purposes inspiring their desire for leadership development and examine their personal strengths, vulnerabilities, values and goals influencing their desire to be leaders and administrators within the field of ECE. The course draws upon a range of theories, resources and relationships for understanding the early childhood field.

EDUC 179: Directed Research (1-4 Credits)

EDUC 180: Special Topics in Education (3 Credits)
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.

EDUC 180A: Substitute Teaching: Field Experience (1 Credits)
This course introduces students to the profession of teaching and supports them in applying for an emergency teaching credential to qualify as substitute teachers.
EDUC 180B: SPECIAL TOPICS (0.25-1 Credits)

EDUC 180C: Special Topics in Education (0.25-1 Credits)

EDUC 180J: Special Topics (3 Credits)

EDUC 183: Advanced Seminar in Education (3 Credits)
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.

EDUC 191A: Theory and Practice of Early Childhood Education: Infancy/Young Children (4-6 Credits)
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 in an early childhood education setting under the supervision of the professional staff. Practicum hours consist of scheduled half-days each week in the classroom setting with daily sessions critiquing practice and a weekly seminar on the theoretical foundations.

Prerequisite(s): EDUC 136 or EDUC 191A
Note(s): Arrangements must be made in the spring prior to enrollment. Limit 30 students. Open to undergraduates only. Open to juniors and seniors only.

Meets the following Core requirements: Community Engagement

EDUC 191B: Theory and Practice of ECE: Curriculum and Instruction for Infants and Toddlers with Special Needs (4-6 Credits)
Continuation of first-semester lecture and practicum, with focus on children with special needs. 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.

Prerequisite(s): EDUC 134 or EDUC 191A
Note(s): Child development majors. Check with advisor before enrolling. Limit 30 students. Open to undergraduates only. Open to juniors and seniors only.

Meets the following Core requirements: Community Engagement

EDUC 194A: Senior Seminar: Child Development (3-4 Credits)
The first semester of each student’s year-long documentary or field research project that investigates practical or theoretical aspects of the major. Students have the option of either completing a literature review or an empirical project.

Note(s): All child development majors take two semesters of Senior Seminar.

Meets the following Core requirements: Written and Oral Communication

EDUC 194B: Senior Seminar: Child Development II (3-4 Credits)
The second semester of each student’s year-long research project that investigates practical or theoretical aspects of the major. Students will submit a research paper and give an oral presentation of their work.

Prerequisite(s): EDUC 194A
Note(s): All child development majors take two semesters of EDUC 192 Senior Seminar. Limit 20 students. Open to undergraduates only. Open to juniors and seniors only.

Meets the following Core requirements: Create, Innovate & Experiment

EDUC 201: Social Foundations of Education (3 Credits)
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.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

EDUC 202: Teaching for Diversity (4 Credits)
Emphasizes the effects of cultural, racial, gender, and social class influences on what children learn and how they are taught.

Note(s): Open to graduate students only.

EDUC 203: Public Policy: Children, Youth, and Family Issues (2-4 Credits)
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.

Note(s): Open to graduate students only.

EDUC 204: Instructional Leadership (4 Credits)
The course is designed to prepare administrators to lead faculties, staffs, and community members to informed and collaborative decisions about curriculum and instruction, consistent with constructivist learning theory and reflective practice. Students will study the history of curriculum development in the U.S.; contending philosophies and views on the purposes of education in American public schools; and current theories and principles regarding the design, implementation, and evaluation of curriculum and instruction for diverse learners.

Note(s): Open to graduate students only.

EDUC 205: Trauma Informed Leadership (3 Credits)
Note(s): This course is required for administrative credential students. Limit 35 students. Open to graduate students only.

EDUC 207A: Inquiry into the Teaching Process: Practice into Theory (4 Credits)
EDUC 207A is the first semester of the core course for the second year of the Master’s in Education with an Emphasis in Teaching (MEET) Program. Drawing on the collective experiences of the teacher/learners in the class, a body of scholarship and writing of other practicing teachers, and the research literature of the university scholarly community, students hone their inquiry skills to collectively examine the phenomena of teaching and learning in urban school settings.

Note(s): Prerequisite: Must be a candidate for the master’s in education with an emphasis in teaching (MEET) or consent of the instructor. Open to graduate students only.
EDUC 207B: Inquiry into the Teaching Process: Practice into Theory (4 Credits)
EDUC 207B is the second semester of the core class for MEET students. Continuing in the tradition of their first-semester work, students study current research on urban school teaching as they hone their skills of applying theory to understand and challenge their practice. In a similar fashion, they also work to hone their skills of drawing on instances of practice to challenge and better understand current educational theory.
Prerequisite(s): EDUC 207A
Note(s): Prerequisite: Must be a candidate for the Master's in education with emphasis in teaching (MEET) or consent of the instructor. Open to graduate students only.
Instructor Consent Required: Y

EDUC 210: Communities, Schools, and Critical Social Theory (4 Credits)
This course examines the links between schools and the social structure—the social, economic and political factors that have shaped conditions in urban schools and communities. For instance, the socioeconomic context of urban schools provides an important examination of the role of schooling in a stratified society and provides the theoretical grounding for the course. Critical Social Theories of race/ethnicity, class, gender, and culture will be utilized as frameworks through which to explore the development and current conditions of urban communities, schools, and society.
Note(s): Open to graduate students only.

EDUC 210A: Research and Inquiry Methods in Education: MEET (3 Credits)
EDUC 210A is the first semester of the two-course inquiry and research sequence for MEET students. In this sequence, students review and analyze current and pertinent research literature. Students design and develop a series of inquiry projects. Drawing on the collective experiences of the teacher/learner in the class, a body of scholarship and writing of other practicing teachers, and the research literature of the university scholarly community, students collectively examine the phenomena of teaching and learning in urban school settings to begin a final Master’s project.
Note(s): Prerequisite: Must be a candidate for the master’s in education with an emphasis in teaching (MEET) or consent of the instructor. Limit 30 students.

EDUC 210B: Research and Inquiry Methods in Education: MEET (3 Credits)
EDUC 210B is the final semester of the two-course inquiry and research sequence for MEET students. In this sequence, students review and analyze current and pertinent research literature. Students design and develop a series of inquiry projects, and present a final research project at the end of the semester. Through a combination of lectures, demonstrations, hands-on exercises, and workshops, this course provides students the continued support and guidance necessary to make progress on their master's degree project.
Prerequisite(s): EDUC 207A
Note(s): Prerequisite: Must be a candidate for the Master’s in education with emphasis in teaching (MEET) or consent of the instructor. Must have completed 210A. Limit 30 students.
Instructor Consent Required: Y

EDUC 211A: Independent School Leadership I (4 Credits)
This course examines contemporary challenges for independent school leaders and utilizes the talents of prominent leaders in the field to share their expertise. The course focuses on practical applications of education research and theory with special emphasis on the implications for practice in independent schools. Various elements of independent school leadership will be presented such as fund development, budgeting, marketing, and public relations.
Note(s): Open to graduate students only.

EDUC 211B: Independent School Leadership II (4 Credits)
This course examines contemporary challenges for independent school leaders and utilizes the talents of prominent leaders in the field to share their expertise. The course focuses on practical applications of education research and theory with special emphasis on the implications for practice in independent schools. Various elements of independent school leadership will be presented such as community organizing and development, proactive problem solving and community partnerships.
Note(s): Open to graduate students only.

EDUC 214: Family Systems and Cultural Diversity: Connections with Schools, Communities, and Hospital Setting (3 Credits)
This course examines the significance of cultural values, traditions, and practices in child-rearing, health, and education for children. Understanding the needs of children in a multicultural society requires knowledge of child development including expertise on a wide range of biomedical factors affecting the child in the hospital, at school, and in various community settings. Equally important is the knowledge of and sensitivity to family culture and the ability to communicate with children and parents from diverse cultures.
Note(s): Meets the state requirements for early childhood special education certification. Meets the child life requirement for Family Systems learning as set forth by the Association of Child Life Professionals. Limit 30 students. Open to graduate students only.

EDUC 220: Urban Education (4-5 Credits)
This course focuses on various perspectives on urban education, conditions for teaching and learning in urban public schools, and current theories of pedagogy in urban classrooms along with a close examination of a few representative and critical issues. While our focus is on schools in the United States, we will broaden our discussion at times to examine the same issues from an international perspective. Central to our study is the organization and impact of key “opportunity structures,” most critically those of race and class, in urban schools and communities.
Note(s): Open to graduate students only.

EDUC 225: Inquiry and Action in Urban Contexts (3-4 Credits)
This course combines classroom-based learning with supervised action-oriented field research that emphasizes asset-based social change. Building upon student experiences and interests students will partner with a local urban school or community organization to identify a) core areas of research need: b) meaningful inquiry practices to illuminate these needs; and c) actions to address these needs. The course will culminate in a day of inquiry and action with our school/community partners.
Note(s): First years and sophomores should contact the instructor if they are interested in enrolling. As this course is an intensive fieldwork course, enrollment is capped at 15. Limit 15 students. Open to sophomores, juniors, seniors, and graduate students.
EDUC 227: Issues of Race and Ethnicity in Education (4 Credits)
This course will explore the social, cultural, economic, pedagogical, and psychological experiences of race and ethnicity in schools and classrooms. We will focus on developing a deeper understanding of the ways race and ethnicity shape students' educational experiences; investigating why even well-meaning educational reforms often fail to adequately address racial and ethnic inequity in education; and exploring effective efforts to better address the needs of students of color and their families.
Note(s): Open to graduate students only.

EDUC 229: Schools, Sexuality, and Gender (4 Credits)
This course has two complementary aims: to ground students in queer theory and its usefulness for questioning normativity around gender and sexuality in education and to prepare students to be agents of change in making schools places that not only include LGBT and queer people but make the world more just for all. Topics include identity construction and intersection for teachers and students, “coming out” and “safe schools”, explicit and hidden curriculum about gender, sexuality, and family; and anti-oppressive education and student activism.
Note(s): Open to graduate students only.

EDUC 230: History of Education in the United States (4 Credits)
Working chronologically from the colonial era to the present day, the course examines education at the elementary, secondary, and university level in political, economic, social, and cultural contexts. In addition to specific historical knowledge about the philosophy, processes, and outcomes of education, the course develops historical perspectives to help understand current issues in education including tensions around equity, excellence, assimilation, economic development, and democracy.
Note(s): Open to graduate students only.

EDUC 231: Assessment and Intervention for Children with Special Needs (3 Credits)
Provides an overview of early childhood special needs assessment and intervention strategies. A variety of assessment techniques used in early childhood developmental diagnosis and program planning are included, along with demonstrations of the assessment tools and techniques, and models of planning individual programs for young children at risk in collaboration with families and community agencies.
Note(s): Open to graduate students only.
Instructor Consent Required: Y

EDUC 233: Curriculum and Environments in Early Childhood Education Programs (3 Credits)
This course looks at how learning environment is strategically designed to facilitate age-appropriate learning. Creative and thoughtful use of both indoor and outdoor spaces will be explored. Students will examine environmental elements such as color, lighting, texture, sound, and natural vs. synthetic material and understand how each element may impact learning and development.
Note(s): Open to child development majors and graduate students in ECE. Limit 25 students. Open to sophomores, juniors, seniors, and graduate students.
EDUC 234: Research Methodology for Observing Children (3 Credits)
Focus on systematic techniques of observation and interpretation of children's behavior and development. Four hours of observation laboratory required weekly.
Note(s): Open to graduate students only.

EDUC 235: EDUC ROLE OF THE FAMILY (0.25-1 Credits)

EDUC 236: Development and Learning: Infancy through Adolescence (3 Credits)
Overview of developmental processes related to planning educational programs for the preschool- and elementary school-aged child, with an emphasis on cognitive development. Implications of physical, cognitive, affective, and social development will be studied. Techniques for assessing individual development within clinical and classroom settings will be discussed and tried. Theories of development, particularly those of Piaget and Vygotsky, will be considered in light of educational issues such as developmental, cultural, socioeconomic, and linguistic differences.
Note(s): Open to graduate students only.

EDUC 237: Language Development: Literacy, bilingualism, and communication (3 Credits)
Theories and research on the stages of child language acquisition, first and second language learning, the relations between language, culture, and cognition, and the relations between the development of oral and written language and literacy. Students will complete mini research projects in one of these areas.
Note(s): Required for all child development majors. Limit 30 students.

EDUC 238: Social, Emotional, and Moral Development and Learning (3 Credits)
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.
Prerequisite(s): PSYC 140
Note(s): Open to graduate students only.
Instructor Consent Required: Y

EDUC 240: Hip Hop Pedagogy (4 Credits)
The course will draw connections between popular culture and “liberal learning,” examining how hip-hop is related to the community while illustrating the principles of liberatory pedagogy. The course will examine theoretical and applied work that emphasizes education, hip-hop, and social capital.

EDUC 241: THE ARTS IN A CHILD’S LIFE (0.25-1 Credits)

EDUC 241A: Introduction to the Theory and Practice of Waldorf Education (3 Credits)
This course explores Waldorf education and is designed for public school teachers. Waldorf education is developmentally appropriate, experiential, and academically rigorous. This course also integrates the Waldorf approach to serving traumatized children and youth.
Note(s): Open to graduate students only.

EDUC 242: The Hospitalized Child (3 Credits)
This course considers special problems arising through hospitalization of children from infancy through adolescence. It focuses on the psychological and social issues associated with illness and other traumatic life experiences in childhood. Developmental perspective used in this course has applicability for understanding children’s responses to other critical experiences. The course is designed for, but not limited to, students interested in a career as child life specialists. The topics covered also prepare students for careers in education and mental health professions.
Note(s): Open to graduate students only.
EDUC 242A: Project Based Learning in Waldorf Education (2 Credits)
In this course students will apply Waldorf theory through creating units of study for students. The units of study produced will include classroom activities and assignments that will reflect an understanding of Waldorf education.
Note(s): Open to graduate students only.

EDUC 244: WORKING WITH PARENTS: LISTN.COM (0.25-1 Credits)

EDUC 246: Working with Schools, Families and the Community (2-4 Credits)
This course will prepare educators to be culturally responsive professionals. Students will explore what a community is, how it functions, its role in education, and how to develop strategies for building community within institutions supporting the care, education, and development of youth. Students will develop practical communication skills that will enhance their ability to work with all members of the community toward the education of children and youth.
Note(s): Open to graduate students only.

EDUC 250: Thesis for the Degree of Master of Arts in Education (4 Credits)
Note(s): Open to graduate students only.

EDUC 252: Supervision of Adults in Children’s Programs (2 Credits)
Working successfully with adults is a key skill needed for leaders in early childhood programs. This course will look at the literature examining adult learning styles, leadership, and organizational and staff development. Methodologies such as mentoring, coaching, and team building will be explored, with analyses on when and how each is appropriate and most effective. Self-reflection on students’ own learning styles and adult communication will be emphasized.
Prerequisite(s): EDUC 253
Note(s): Open to graduate students only. Open to sophomores, juniors, seniors, and graduate students. Instructor Consent Required: Y

EDUC 253: Child Life Seminar & Clinical Skills (3 Credits)
Students will gain skills for professional and clinical child life practice. Clinical areas will include therapeutic play and child centered interventions, working with parents and the multidisciplinary team, and enhancing assessment and case formulation. Professional areas will include preparing for the child life exam, interview skills, and interpersonal communication skills.
Note(s): Only child life student’s may take this course Limit 30 students. Open to graduate students only.

EDUC 254: Medical Information: Children in Hospitals and Clinics (2 Credits)
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.
Note(s): Open to graduate students only.

EDUC 255: Children with Special Needs: Infants and Young Children (3 Credits)
This course focuses on neuro-diverse development and special education issues that arise in teaching infants and young children. The course examines the identification process of special needs and the evidence-based practices available to support infants and young children with special needs in their natural environments. The course aims to provide students with knowledge of developmental and behavioral characteristics of infants and young children, birth to five years, who have disabilities or are at-risk for developmental delay.
Note(s): Instructor consent required. Limit 20 students. Open to undergraduates only. Open to juniors and seniors only.
Instructor Consent Required: Y

EDUC 256: Grief & Loss: Children & Families (3 Credits)
This course is an experiential based seminar that will focus on grief and loss of children, adolescents, and families. The primary focus of the course will be to enhance your knowledge and understanding of how death, loss, grief, and bereavement impact children and families developmentally, psychosocially, socially and emotionally. Additionally, aspects of culture, religion, and social norms will be discussed and integrated into the course content. Students will be introduced to various theories including tasks, phases, stages, and approaches to grief and evidence based.
Prerequisite(s): EDUC 242
Note(s): Open to graduate students only.

EDUC 258: Early Childhood Curricula for Children with Special Needs (4 Credits)
Describes major curriculum models for early intervention and pre-K special education. Reviews developmental and behavioral characteristics of young children with special needs and the intervention strategies that facilitate optimal 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, and developmentally appropriate practice adapted for children with disabilities.
Prerequisite(s): EDUC 255
Note(s): Open to graduate students only.
Instructor Consent Required: Y

EDUC 260: History and Theories of Play in Human Development, Culture, and Education (3 Credits)
A study of theories of play in historical and contemporary perspectives, 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.
Note(s): Open to graduate students only.

EDUC 261: Interpersonal Communication (4 Credits)
This course focuses on the theory and practice of dyadic communication, reduction of defensive climates as a means of facilitating effective communication, the role of communication in establishing and maintaining organizational cultures, and multicultural communication issues. Special emphasis on perception, interpersonal dynamics, conflict resolution, active listening skills, and verbal and nonverbal communication.
Note(s): Open to graduate students only.
EDUC 263: Administrative Practicum in Early Childhood Programs (3 Credits)
Teaching and administrative experiences in preschool and primary grades or healthcare settings.
Note(s): Can be taken two times for credit. Limit 30 students. Open to graduate students only.
Instructor Consent Required: Y

EDUC 265: Child Development for Early Childhood Leaders (4 Credits)
An overview of sociocultural-sociohistorical theories of human development and learning with a particular focus on the unique contributions of Barbara Rogoff’s theory of guided participation.
Note(s): Open to graduate students only.

EDUC 273A: Field Experience in Child Life in Hospitals (3 Credits)
Students will participate in a child life practicum or an internship placement. The Field Seminar serves as a place where students will reflect on their field experiences and complete assignments that demonstrate the culmination of personal and professional growth.
Note(s): This course is only open to child life majors. Limit 30 students. Open to graduate students only.

EDUC 273B: Field Experience in Child Life in Hospitals II (3 Credits)
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.
Note(s): Open to child life students only. Fieldwork hours individually arranged with hospital placement; time required varies according to credit received. Limit 15 students. Open to graduate students only.

EDUC 275: Field Experience in Early Childhood Settings (2-4 Credits)
Graduate students in early childhood special education work in early intervention and preschool placements under the supervision of school staff and a Mills supervisor. Graduate students in the Leadership in Early Childhood Education Program work in settings such as early care and education, family service centers, child mental health consultation agencies, child care resource and referral agencies, legislative offices, public benefit law firms, and charitable foundations, under the guidance of Mills faculty and site supervisors.
Note(s): Will be offered in the summer as well as fall and spring. Limit 20 students. Open to graduate students only.

EDUC 275A: Field Experience in Early Childhood Special Ed and Infant Mental Health (3 Credits)
Graduate students who are working on their early childhood special education specialist credential will work in early intervention and preschool placements under the supervision of school staff and a Mills supervisor. Graduate students who are working in the field of Infant Mental Health will work in their respective placements under the supervision of a cooperative clinician and a Mills field supervisor. Hours of seminar are arranged with the Mills supervisor.
Note(s): This is a field seminar that’s taken in conjunction with student internship. This graduate course is used to satisfy credentialing or license requirement for students on a career track who are enrolled in the graduate programs. Limit 20 students. Open to graduate students only.
Instructor Consent Required: Y

EDUC 275B: Field Experience in Early Childhood Special Ed and Infant Mental Health (3 Credits)
Graduate students who are working on their early childhood special education specialist credential will work in early intervention and preschool placements under the supervision of school staff and a Mills supervisor. Hours of seminar are arranged with the Mills supervisor.
Note(s): Education 275B is a class that accompanies field placement in early childhood special education. Students enrolled in this class must be doing student teaching and have passed the CBEST test. Limit 12 students. Open to graduate students only.
Instructor Consent Required: Y

EDUC 276: Leadership and Administration in Early Childhood Programs (3 Credits)
This course was developed to build a cadre of leaders and administrators with knowledge and competencies to implement thoughtful and creative approaches to maximizing the potential of programs in the field of ECE. Students explore the purposes inspiring their desire for leadership development and examine their personal strengths, vulnerabilities, values and goals influencing their desire to be leaders and administrators within the field of ECE. The course draws upon a range of theories, resources and relationships for understanding the early childhood field.

EDUC 276A: Leadership in Early Childhood Seminar (2-4 Credits)
This seminar accompanies the fieldwork component of the Leadership in Early Childhood Education Program. Goals of the seminar include the connection of theory, policy, and systems analysis to the practical experience gleaned from the field placement. Students will keep ongoing journals and conduct inquiry projects under the guidance of both Mills faculty and the supervisors in the field.
Note(s): Restricted to students enrolled in the Leadership in Early Childhood Education Program. Offered summer, fall, and spring Limit 20 students. Open to graduate students only.

EDUC 276B: Leadership in Early Childhood Seminar (2-4 Credits)
This seminar accompanies the fieldwork component of the Leadership in Early Childhood Education Program. Goals of the seminar include the connection of theory, policy, and systems analysis to the practical experience gleaned from the field placement. Students will keep ongoing journals and conduct inquiry projects under the guidance of both Mills faculty and the supervisors in the field.
Note(s): Restricted to students enrolled in the Leadership in Early Childhood Education Program. Offered summer, fall, and spring Limit 15 students. Open to graduate students only.

EDUC 276C: Leadership in Early Childhood Seminar (2-4 Credits)
This seminar accompanies the fieldwork component of the Leadership in Early Childhood Education Program. Goals of the seminar include the connection of theory, policy, and systems analysis to the practical experience gleaned from the field placement. Students will keep ongoing journals and conduct inquiry projects under the guidance of both Mills faculty and the supervisors in the field.
Note(s): Restricted to students enrolled in the Leadership in Early Childhood Education Program. Offered summer, fall, and spring Limit 15 students. Open to graduate students only.

EDUC 277: Special Education Pre-Induction Seminar (1 Credits)
This course discusses and integrates the core academic and non-college activities to be taken under the professional level II early childhood special education specialist credential. Students meet with the College advisor and support provider to develop a professional induction plan that outlines specific course work, individual performance goals, and professional non-college activities.
Note(s): Open to graduate students only.
Instructor Consent Required: Y
EDUC 278: Special Education Post-Induction Seminar (1 Credits)
This course is the final process in obtaining the professional level II early childhood special education specialist credential. Students meet with the College advisor and the field support provider to evaluate the completion of the professional induction plan and the credential program.
Note(s): Open to graduate students only. 
Instructor Consent Required: Y

EDUC 280: Special Topics in Education (4 Credits)
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.
Note(s): Open to graduate students only.

EDUC 280A: Special Topics (0.25-1.25 Credits)

EDUC 280AS: Research Seminar in Child Life (3 Credits)
This seminar and workshop-based course is open to education graduate students in the Child Life program. Students will read, review, and discuss interdisciplinary research in the field of Child Life. Students will learn to critically evaluate research on children’s learning and development. Students will develop a written research proposal by the end of the course, with plans for data collection.
Note(s): Open only to students enrolled in the Child Life program. Limit 30 students. Open to graduate students only.

EDUC 280B: Inquiry, Teacher Research and Documentation: U.S. and International Perspectives (3 Credits)
This course will cover the Reggio Emilia practice.
Note(s): Open to graduate students only.

EDUC 280C: Special Topics in Education (0.25-1 Credits)
EDUC 280D: Special Topics in Education (0.25-1 Credits)
EDUC 280E: Special Topics in Education (0.25-1 Credits)
EDUC 280F: Special Topics in Education (0.25-1 Credits)
EDUC 280J: Special Topics (4 Credits)

EDUC 283: Advanced Seminar (1 Credits)

EDUC 290: Advanced Seminar in Child Development (3 Credits)
Advanced seminar in theories of child development and the application of developmental theory to early childhood educational practice.
Note(s): Limited to early childhood and early childhood leadership graduate students. Limit 30 students. Open to graduate students only.

EDUC 290A: ADV SEM IN CHILD DEVELOPMENT (0.25-1 Credits)
EDUC 290B: ADV SEM IN CHILD DEVELOPMENT (0.25-1 Credits)

EDUC 291A: Theory and Practice of Early Childhood Education 0-8: Infancy and Preschoolers (3 Credits)
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.
Note(s): Arrangements must be made in the spring prior to enrollment. Limit 30 students. Open to graduate students only.

EDUC 291B: Theory and Practice of ECE: Curriculum & Instruction for Infants and Preschoolers with Special Needs (3 Credits)
Lecture and associated practicum with focus on children with special needs in early childhood education. 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 of curriculum and instruction with children who have special needs.
Note(s): Arrangements must be made in the fall prior to enrollment. Prerequisite EDUC 291A or permission of instructor. Limit 30 students. Open to graduate students only.

EDUC 292: GRAD SEM:RESEARCH IN EDUC (0.25-1.25 Credits)
EDUC 293A: Graduate Seminar: Research in Education—MEET (4 Credits)
In this first semester of the two-course research series EDUC 293A and 293B, students review and analyze current and pertinent research literature. Students design and develop a research project proposal to be submitted for approval by the Committee for Protection of Human Subjects. To advance from 293A to 293B, the student must submit a proposal for review by the end of the fall semester.
Note(s): Required for MEET candidates. Other students may take the course with the approval of the instructor and the School of Education. Limit 30 students. Open to graduate students only.

EDUC 293B: Research Seminar—MEET (4 Credits)
Through a combination of lectures, demonstrations, hands-on exercises, and workshops, this course, the second in the master’s degree research project sequence for MEET students, provides the continued support and guidance necessary to complete their master’s degree research project. This course is a continuation of EDUC 293A.
Note(s): Required for MEET candidates. Other students may take the course with the approval of the instructor and the School of Education. Open to graduate students only.

EDUC 294A: Graduate Seminar: Research in Education—ECE (3 Credits)
Review and critical analysis of current educational research. Includes designing and, where appropriate, initiating a pilot research study. 
This course is the first in the two-course research series EDUC 294A and 294B. There are two sections of EDUC 294A: section one is for ECE/DPT and SPED students; section two is for child life and ECE students.
Note(s): For ECE and Education graduate students. Other students may take the course with special approval of the instructor and the department. Two sections are offered: section one is for ECE/DPT and SPED students; section two is for child life and ECE students. Limit 25 students.

EDUC 294B: Graduate Seminar: Research in Education—ECE/SPED (4 Credits)
EDUC 294B: Research Seminar—ECE (3 Credits)
Through a combination of lectures, demonstrations, hands-on exercises, and workshops, this course, the second in the master’s degree research project sequence for ECE/DPT, SPED, and child life students, provides the continued support and guidance necessary to complete their master’s degree research projects. This course is a continuation of EDUC 294A. There are two sections of EDUC 294B: section one is for ECE/DPT and SPED students; section two is for child life and ECE students.

Notes: For ECE and education graduate students. Other students may take the course with special approval of the instructor and the department. Offered in two sections: section one is for ECE/DPT and SPED students; section two is for child life and ECE students. Limit 35 students. Open to graduate students only.

EDUC 300A: Curriculum and Instruction in the Elementary School (3 Credits)
EDUC 300A and 300B present an overview of curriculum and instruction issues for all elementary credential candidates. Fall: general approaches to classroom management, lesson planning, and methods of teaching and assessment in diverse settings are considered through the lenses of equity and social justice. Spring: these ideas are applied to specific areas—social studies, science, art, music, drama, and physical education. Review of health-related issues, including mainstreaming, are examined throughout the year.

Notes: Open to undergraduates admitted to the education 4+1 program and graduate students enrolled in the MSK credential program. Limit 35 students. Open to graduate students only.

EDUC 300B: Curriculum and Instruction in the Elementary School (3 Credits)
EDUC 300A and 300B present an overview of curriculum and instruction issues for all elementary credential candidates. Fall: general approaches to classroom management, lesson planning, and methods of teaching and assessment in diverse settings are considered through the lenses of equity and social justice. Spring: these ideas are applied to specific areas—social studies, science, art, music, drama, and physical education. Review of health-related issues, including mainstreaming, are examined throughout the year.

Notes: Open only to undergraduates admitted to the education 4+1 program and graduate students enrolled in the MSK credential program Limit 35 students. Open to seniors only.

EDUC 301A: Curriculum and Instruction for Secondary Teachers (3 Credits)
The first of a two-semester series. Provides core instructional component for secondary credential candidates in art, English, and social studies. Includes overview of issues of curriculum and instruction for secondary classrooms. Structure of knowledge in content areas as basis for understanding curricular planning as student-teacher considers what and how to teach, and for what reasons. Other topics include instructional/classroom management strategies, planning and assessment, and mandated state and local frameworks for secondary subjects.

Notes: Open to undergraduates with instructor approval. Open to graduate students only.

EDUC 301B: Curriculum and Instruction for Secondary Teachers (3 Credits)
The second of a two-semester series. Provides core instructional component for secondary credential candidates in art, English, and social studies. Includes overview of issues of curriculum and instruction for secondary classrooms. Structure of knowledge in content areas as basis for understanding curricular planning as student-teacher considers what and how to teach, and for what reasons. Other topics include instructional/classroom management strategies, planning and assessment, and mandated state and local frameworks for secondary subjects.

Notes: Must be enrolled in the TTS Humanities program Limit 30 students. Open to graduate students only.

EDUC 302A: Introduction to the Humanities (2 Credits)
The purpose of this course is to promote an understanding of the Humanities as an interdisciplinary curricular area. The course emphasizes how the Humanities moves us toward complex engagements with the human condition through the study of history, literature, language, philosophy, and the arts. Students will (1) explore what characterizes a Humanities curriculum, (2) what learning activities, assessments/evaluations, and desired outcomes of such a curriculum could be, and (3) how such a curriculum can be developed for the different kinds of humans (i.e., students) in secondary schools.

Notes: Open to students enrolled in the Single Subject Humanities cohort of the Teacher Education program Open to graduate students only.

EDUC 302B: Introduction to the Humanities (3 Credits)
Understanding the humanities (art, english, history, social studies) as curricular areas. Understanding the interdisciplinary nature of these areas of study.

Notes: Open to graduate students only.

EDUC 303: Teaching Children Mathematics (4 Credits)
The course explores recommendations from research, the National Council of Teachers of Mathematics, the California Department of Education, and others about appropriate elementary school mathematics education. The three-fold emphasis will be on how to plan and enact mathematical lessons, how to understand and promote students’ mathematical thinking, and how to provide children a balanced program of mathematical study that results in conceptual understanding, procedural fluency, and sound reasoning. The great diversity found in California classrooms will be a prime consideration.

Prerequisites: EDUC 300A

Notes: Admission to Teachers for Tomorrow/s Schools Credential Program is required for graduates. Undergraduates must have advisor and instructor approval and intend to apply for Teachers for Tomorrow/s Schools Credential Program. All enrollees must have elementary school field placements. Limit 25 students. Open to graduate students only.
EDUC 303A: Teaching Children Mathematics and Science I (3 Credits)
This course is designed to familiarize students with pedagogy and content knowledge required for the teaching of math and science in elementary schools with diverse learners. An interdisciplinary approach will be taken that incorporates both math and science teaching and learning with a focus on how these subjects inform and build on one another. We will engage with relevant recent research, current standards, and state frameworks in order to understand our role as elementary math and science educators. We will also work to explore both the place of math and science in the elementary school.

Note(s): Restricted to students enrolled in Teachers for Tomorrow’s Schools. Graduate students, and Seniors accepted into the 4+1 Teachers for Tomorrow’s Schools program, do not need instructor permission. Undergraduate Juniors who intend to apply to Teachers for Tomorrow’s Schools should secure instructor permission. Limit 35 students. Open to graduate students only.

Instructor Consent Required: Y

EDUC 303B: Teaching Children Mathematics II (3 Credits)
This course is designed to familiarize students with current recommendations from recent research, the state of California, and other experienced educators on the content of elementary school mathematics and on the strategies for the teaching of that content to diverse populations of students. This is part two of a two-part sequence.

Note(s): Prereq EDUC 303A or permission of instructor. Restricted to students in Teachers for Tomorrow’s Schools. Graduate students and Seniors accepted into the 4+1 Teachers for Tomorrow’s Schools program do not need instructor permission. Undergraduate Juniors who intend to apply to Teachers for Tomorrow’s Schools should secure instructor permission. Limit 25 students. Open to seniors only.

EDUC 305A: Instruction for Secondary Math and Science Teachers (3 Credits)
Two semester-long courses provide core instructional component for secondary math and science credential candidates. Includes an overview of issues of curriculum and instruction for secondary classrooms. Structure of knowledge in content areas is used as basis for understanding curricular planning as the student-teacher considers what and how to teach, and for what reasons. Also includes instructional/classroom management strategies, planning, technology, assessment for secondary classrooms, and mandated state and local frameworks for secondary subjects.

Note(s): Open to students enrolled in Mills’ teacher credential programs or undergraduates by permission of the instructor. Open to graduate students only.

EDUC 305B: Teaching Methods for Integrated Secondary Science and Math Instruction (3 Credits)
The second of a two-semester series demonstrates approaches to and materials for the activity-oriented interdisciplinary teaching of science and mathematics. Students will be required to design and implement lessons in their student teaching assignments that manifest techniques and approaches shown. California Science and Mathematics Frameworks and adolescent cognition theories will help students assess effectiveness of their teaching and curriculum.

Prerequisite(s): EDUC 305A

Note(s): Graduate Students enrolled in the Teaching Credential Program who have passed the required exams (CBEST, CEST) Limit 20 students. Open to graduate students only.

EDUC 313: Introduction to Computers in Education (2 Credits)
Study of development and learning used to analyze issues and trends in applying computers to public school disciplines. Course provides students in credential programs experience in using databases, spreadsheets, and word processing for classroom record keeping, curriculum development, and assignment and test question preparation. Students will explore and evaluate software currently available for use in developing student skills or enhancing education through use of simulations or experiments in different academic and vocational disciplines taught in schools.

Note(s): Open to graduate students only.

Instructor Consent Required: Y

EDUC 315: INTRO TO ADMINISTRATION (0.25-1.25 Credits)
EDUC 317: ADMIN LEADERSHIP THEORY, CNPTS (0.25-1.25 Credits)
EDUC 318: INSTRUCTIONAL LEADERSHIP (0.25-1.25 Credits)
EDUC 319: COMMUNITY RELATIONS (0.5 Credits)
EDUC 320: SCHOOL LAW & PUBLIC POLICY (0.5 Credits)
EDUC 321: HUMAN RESOURCES MANAGEMENT (0.5 Credits)
EDUC 322: FISCAL & BUSINESS SERVICES (0.5 Credits)
EDUC 323: FIELDWORK AND SEMINAR (1 Credits)
EDUC 324: FIELDWORK AND SEMINAR (1 Credits)
EDUC 339: Development and Learning in Adolescents (3 Credits)
Overview of developmental processes related to planning educational programs for the junior and senior high school student. Implications for the physical, cognitive, affective, and social growth characteristics of adolescents, and techniques and materials for assessing individual development studied. Reviews health-related issues with implications for educators, professionals in the field of health and child welfare, and parents. Health curricula for children and adolescents examined. Community health resources most frequently utilized by educators and families identified.

Note(s): By permission of instructor. Open to graduate students only.

EDUC 347A: Introduction to the Profession of Teaching Diverse Learners (3 Credits)
This course provides an overview of the issues and dilemmas facing educators and the profession of teaching. The course is designed to assist students in making the transition from student to teacher by examining in depth their assumptions about teaching, learning, and schooling. The course focuses considerable attention on the moral and ethical dimensions of the teacher’s work, and on the complexities of teaching in settings characterized by diversity.

Note(s): Open to undergraduates admitted to the education 4+1 program. Limit 60 students. Open to graduate students only.

EDUC 347B: Introduction to the Profession of Teaching Diverse Learners (3 Credits)
347B is the second semester of the 347 course sequence. It is designed to provide a continued examination of the themes and issues raised in 347A. The second semester theme emphases include teaching as moral work, teacher as curriculum developer, inquiry as the methodology for on-going teacher learning, and the importance of teacher “vision” to guide practice. The course maintains a continued focus on the urban school context, which is characterized by diversity.

Prerequisite(s): EDUC 347A

Note(s): Open only to graduate students in Teachers for Tomorrow’s Schools. Limit 60 students. Open to graduate students only.
EDUC 348: Building Structures for Equity, Excellence, and Access (2 Credits)
A laboratory workshop must be taken concurrently or after EDUC 347A. The purpose of this laboratory is to explore issues involved in becoming a teacher-leader for educational equity. This course will have students examine personal, interpersonal, and institutional impacts of the intersection of oppressions surrounding race, ethnicity, language, gender, and class. The central question for the course is: how can we teach each child well in a racist society?

Note(s): Open to students enrolled in Mills' teacher credential programs or undergraduates by permission of the instructor. Limit 58 students. Open to graduate students only.

EDUC 349: Perspectives on Disability, Inclusion, and Assessment (2 Credits)
This course uses a Disability Studies framework to explore the social, political, historical, cultural, and educational contexts of disability and special education both nationally and in California. Students will explore how disability is both constructed and reclaimed as well as the material realities connected to disability. Students will take a capacity-oriented approach to examine the history of special education, legislation and litigation that have influenced the field, referral and assessment processes, various models of service delivery, and attitudes toward people with disabilities.

Note(s): Undergraduates need permission of the instructors. Limit 25 students.

Instructor Consent Required: Y

EDUC 352: English Language Development and Content Instruction Methods-Multiple Subj. (3 Credits)
An exploration of teaching practice for multiple subject preservice teachers of English learners that is informed by second language acquisition theory and research. Through demonstrations and analyses of tasks associated with the teaching of listening, speaking, reading, and writing skills as well as readings, in-class discussions, and lectures, students will develop the pedagogical skills and theoretical expertise to teach both English and subject-matter content to English-language learners. An additional 3 to 5 hours of field work in local schools required every week for undergraduates.

Note(s): Open to undergraduates with instructor approval. Limit 40 students. Open to graduate students only.

Instructor Consent Required: Y

EDUC 353: English Language Development and Content Instruction Methods-Single Subj. (3 Credits)
An exploration of teaching practice for single subject preservice teachers of English learners, informed by second language acquisition theory and research. Through demonstrations and analyses of tasks associated with the teaching of listening, speaking, reading, and writing skills as well as readings, in-class discussions, and lectures, students will develop the pedagogical skills and theoretical expertise to teach both English and subject-matter content to English-language learners. An additional three to five hours of field work in local schools required every week for undergraduates.

Note(s): Open to undergraduates with instructor approval. Limit 30 students. Open to graduate students only.

Instructor Consent Required: Y

EDUC 354: BILINGUAL ENGL DEV-ELEMENTARY (0.5 Credits)

EDUC 355: BILINGUAL ENGL DEV-SECONDARY (0.5 Credits)

EDUC 373A: Student Teaching in the Elementary School (2-12 Credits)
The first in a two-semester fieldwork sequence for elementary credential students. The graduated introduction to full classroom teaching responsibility begins during the fall semester with observation, classroom assistance in the form of individual tutoring, small group leadership, and team teaching.

Note(s): Only for graduate students enrolled in the MSK or MSP credential programs and for students pursuing the undergraduate 4+1 program. Limit 35 students.

EDUC 373B: Student Teaching in the Elementary School (2-12 Credits)
Second semester of two-semester fieldwork sequence for elementary credential students. The graduated introduction to full classroom teaching responsibility begins during the fall semester with observation, classroom assistance in the form of individual tutoring, small group leadership, and team teaching. During the second semester, the student will gradually assume responsibility for planning and teaching all parts of the curriculum.

Prerequisite(s): EDUC 373A

Note(s): Open only to graduate students enrolled in the MSK credential program. Limit 35 students. Open to graduate students only.

EDUC 379: Teaching Reading, Language Arts and Literature in Elementary School (3 Credits)
Two-semester sequence: EDUC 379 and 380. Reading instruction in elementary school, including development of oral language and listening comprehension as a basis for learning to read; English language structure; planning, organizing, and managing reading instruction based on ongoing assessment; word analysis; fluency; vocabulary; academic language and background knowledge; and comprehension. Awareness and planning for cultural, linguistic, and ethnic diversity, and for children with special needs, will be stressed. Three to five hours of fieldwork in schools also required for undergraduates.

Note(s): Open to undergraduates with instructor approval. Open to graduate students only.

Instructor Consent Required: Y

EDUC 379A: Teaching Reading and LA: Elem. (3 Credits)

Note(s): Open to undergraduates with instructor approval. Open to graduate students only.

Instructor Consent Required: Y

EDUC 379B: Teaching Lang Arts: Elementary (3 Credits)

Prerequisite(s): EDUC 379

Note(s): Permission of instructor required for undergraduates.

EDUC 380: Teaching Reading and Language Arts in the Elementary School (3 Credits)
Methods, materials for planning, and evaluating instruction of reading and language arts in the elementary school. Classroom organization, planning for small group and individual instruction, and diagnostic techniques for assessing progress. Attention given to techniques for teaching reading and language arts for student use in different contexts. Appreciation for cultural and linguistic diversity and importance in language arts instruction emphasized. The teaching of writing is the focus in this course. Three to five hours of fieldwork in schools also required for undergraduates.

Prerequisite(s): EDUC 379

Note(s): Permission of instructor required for undergraduates.
EDUC 385A: Student Teaching in the Secondary School I (2 Credits)
First part of a two-semester fieldwork sequence for secondary credential students. The introduction to classroom teaching responsibility begins during the fall semester with observation, individual tutoring, small group leadership, and team teaching. By the end of the first semester, the student-teacher assumes full responsibility for a unit of classroom instruction. Team teaching, observation, and assistance in additional classes may also be part of fieldwork.
**Notes:** Open only to single subject teaching credential students. Limit 35 students. Open to graduate students only.

EDUC 385B: Student Teaching in the Secondary School II (2 Credits)
Part two of a two-semester fieldwork sequence for secondary credential students. The introduction to classroom teaching responsibility continues during the spring semester with the student-teacher assuming full responsibility for a minimum of one unit of classroom instruction. Team teaching, observation, and assistance in additional classes are also part of the fieldwork experience during the spring.
**Prerequisite(s):** EDUC 385A
**Notes:** Open only to single subject teaching credential students. Limit 35 students.

EDUC 389: Teaching Reading and Writing in the Secondary Schools (3 Credits)
Application of theory and methods of instruction to improve reading and writing skills in middle school and high school. Consideration of problems in reading and writing about specific content areas, assessment and remediation of students with limited literacy skills, enhancement of the literacy skills of gifted and talented students, and techniques for improving the literacy of students for whom English is a second language. An additional three to five hours of fieldwork in local schools required every week for undergraduates.
**Notes:** Open to undergraduates with instructor approval. Limit 30 students. Open to graduate students only.

EDUC 393: Topics in Chemistry (2 Credits)
A survey of recent major developments in chemistry. Designed to provide a background for teaching in the secondary school.
**Notes:** Open to graduate students only.

EDUC 394: Topics in Mathematics (2 Credits)
Topics chosen to provide a background for teaching in the secondary school.
**Notes:** Open to graduate students only.

EDUC 397: Topics in English (0.25-1.25 Credits)
Application of theory and methods of instruction to improve reading and writing skills in middle school and high school. Consideration of problems in reading and writing about specific content areas, assessment and remediation of students with limited literacy skills, enhancement of the literacy skills of gifted and talented students, and techniques for improving the literacy of students for whom English is a second language. An additional three to five hours of fieldwork in local schools required every week for undergraduates.
**Notes:** Open to undergraduates with instructor approval. Limit 30 students. Open to graduate students only.

EDUC 401: School Leadership (4 Credits)
Core course for students seeking the administrative services credential (ASC). Along with study of the changing nature of leadership, students will examine the changing role and nature of the public school leader. Students will study and experience some key challenges of the job, leading faculty, parents, students, and other constituents toward leveraging the school’s resources and talents to the levels needed to create the optimum conditions for teaching and learning.
**Notes:** Open only to graduate students in educational leadership. Open to graduate students only.

EDUC 403: Administrative Leadership: Theory, Concepts, and Practice (4 Credits)
This course explores and reflects on various, sometimes contending, purposes of education. Related theories of leadership, strategies, and practices will be the basis for the development of a personal professional perspective, including a philosophy of education and leadership and a conception of the educational system. Draws from literature on leadership, management, organizational behavior, and systems analysis, along with other relevant studies.
**Notes:** Open to graduate students only.

EDUC 404: Instructional Leadership (4 Credits)
The course is designed to prepare administrators to lead faculties, staffs, and community members to informed and collaborative decisions about curriculum and instruction, consistent with constructivist learning theory and reflective practice. Students will study the history of curriculum development in the U.S.; contending philosophies and views on the purposes of education in American public schools; and current theories and principles regarding the design, implementation, and evaluation of curriculum and instruction for diverse learners.
**Notes:** Open to graduate students only.

EDUC 405: Trauma Informed Leadership (4 Credits)
This course is designed to help students preparing to be public school administrators develop personal insights, interpersonal skills, and management practices for leading diverse, inclusive programs and organizations with a focus on trauma-informed educational practices and English Language Learner (ELL) programs. This course will introduce students to the core concepts (general theory and foundational knowledge), informing evidence-based assessment and intervention for traumatized children and adolescents. Strength-based practice will be highlighted along with a focus on the identification.
**Notes:** This course is required for administrative credential students. Limit 35 students.

EDUC 406: Fiscal and Business Services (2 Credits)
This course challenges the view that the primary role of business managers should be as guardians of budget limits. Instead, it explores the use of business services as a primary instrument for achieving school and district educational goals. Students will learn to assess the cost-effectiveness and cost-benefits of programs, and to coordinate, leverage, and converge resources toward creating optimum conditions for teaching and learning.
**Notes:** Open to graduate students only.

EDUC 407: Perspectives on Human Resource Management (4 Credits)
This course prepares future administrators with theory, knowledge, skills, and sensibilities to attract, select, and develop personnel; create policies and conditions to retain the best; and provide opportunities for their growth and advancement to enhance the quality of education for students. This course draws from the substantial literature on the management of human resources, organizational development, human relations, professional development, and other areas of study relevant to the purposes of this course.
**Notes:** Open to graduate students only.
EDUC 408: FIELD EXPERIENCE (0.25-1.25 Credits)

EDUC 409A: Field Experience (4 Credits)
Places students in administrative settings to conduct projects, preferably collaboratively with a group of teachers who will provide them with leadership experiences where they can apply course work, including theory, concepts, and strategies. The intent is to enable the students to begin to develop competencies necessary to lead and manage an organization or group to attain its goals effectively, efficiently, and with integrity.

Note(s): Open to graduate students only.

EDUC 409B: Field Experience (4 Credits)
Places students in administrative settings to conduct projects, preferably collaboratively with a group of teachers who will provide them with leadership experiences where they can apply course work, including theory, concepts, and strategies. The intent is to enable the students to begin to develop competencies necessary to lead and manage an organization or group to attain its goals effectively, efficiently, and with integrity.

Note(s): Open to graduate students only.

EDUC 410: Communities, Schools, and Critical Social Theory (4 Credits)
This course examines the links between schools and the social structure—the social, economic and political factors that have shaped conditions in urban schools and communities. For instance, the socioeconomic context of urban schools provides an important examination of the role of schooling in a stratified society and provides the theoretical grounding for the course. Critical Social Theories of race/ethnicity, class, gender, and culture will be utilized as frameworks through which to explore the development and current conditions of urban communities, schools, and society.

Note(s): Open to graduate students only.

EDUC 411A: Independent School Leadership I (4 Credits)
This course examines contemporary challenges for independent school leaders and utilizes the talents of prominent leaders in the field to share their expertise. The course focuses on practical applications of education research and theory with special emphasis on the implications for practice in independent schools. Various elements of independent school leadership will be presented such as fund development, budgeting, marketing, and public relations.

Note(s): Open to graduate students only.

EDUC 411B: Independent School Leadership II (4 Credits)
This course examines contemporary challenges for independent school leaders and utilizes the talents of prominent leaders in the field to share their expertise. The course focuses on practical applications of education research and theory with special emphasis on the implications for practice in independent schools. Various elements of independent school leadership will be presented such as community organizing and development, proactive problem solving, and community partnerships.

Note(s): Open to graduate students only.

EDUC 412: School Law and Public Policy (2 Credits)
This course is designed to develop students' knowledge and understanding of the crucial role of the ethical and legal execution, formulation, and enforcement of policy in the successful management of schools and school systems. Students will review the California Educational Code, examples of school policies, and the administrator's role in both executing and formulating policy. Emphasis will be placed on the interpretation of law in serving the educational interests of students and families.

Note(s): Open to graduate students only.

EDUC 413: Qualitative Methods (4 Credits)
As applications of inquiry in school settings require more holistic and site-specific research designs, this course prepares students' use of qualitative research tools by introducing concepts of grounded theory and theoretical sensitivity in designing field methods. Fieldwork methods, strategies for qualitative observation, interviewing, and accurate and detailed field notes are included. Analysis strategies, case development, cross-case comparison, pattern matching, and theme mapping are used to illustrate ways of working with qualitative data.

Note(s): Open to graduate students only.

EDUC 414: Quantitative Methods (4 Credits)
This course introduces students to the application of quantitative methods in educational research. Major topics include formulation and testing of hypotheses, sampling, establishing validity and reliability, and instrumentation. Examples of various types of observation and survey instruments are used to illustrate the uses and limitations of such tools. The forms and uses of standard design (such as pre- and post-testing) and their applications to specific interventions or research questions are covered.

Note(s): Open to graduate students only.

EDUC 417: INDIV PROFESSIONAL DEVELOPMENT PLAN (0.5-1 Credits)

EDUC 417A: Leadership Induction A (2 Credits)
As required by the California Credential Accreditation Commission, candidates for the administration services credential (ASC) develop, in consultation with their advisor, an individualized professional plan that maps out course work as well as non-college experiences that lead to the development of required competencies.

Note(s): This course is required to complete the Tier II credential requirements. Limit 15 students. Open to graduate students only.

EDUC 417B: Leadership Induction B (2 Credits)
As required by the California Credential Accreditation Commission, candidates for the administration services credential (ASC), in consultation with their advisor, assess their learning of competencies identified in EDUC 417A.

Note(s): This course is for Tier II administrative credential students. Limit 15 students. Open to graduate students only.

EDUC 418A: Administrative Field Experience (2 Credits)
This field-based course connects theory to practice through field-based research projects and advising. The course provides extended time for reflection on action and will build a candidate's administrative knowledge base and conceptual understanding.

Prerequisite(s): EDUC 417A and EDUC 417B

Note(s): This is a Tier II Administrative Credential course open to public school administrators only. Limit 12 students. Open to graduate students only.

Instructor Consent Required: Y
EDUC 418B: Administrative Field Experience (2 Credits)
This field-based course connects theory to practice through field-based research projects and advising. The course provides extended time for reflection on action and will build a candidate’s administrative knowledge base and conceptual understanding. This course is the second in a two-part series and is required for the completion of the ASC Tier II.
Prerequisite(s): EDUC 417A and EDUC 417B and EDUC 418A
Note(s): This is a Tier II Administrative Credential course open to public school administrators only. Limit 12 students. Open to graduate students only.
Instructor Consent Required: Y
EDUC 420: Education Research Colloquium (2 Credits)
This colloquium is designed to introduce doctoral students to the breadth of possibilities for research topics in education, the variety of ways to frame research questions, and the diverse methods of answering research questions. The texts for this course will draw on scholarly work from faculty in the Mills School of Education. Students will understand not only the particular interests of Mills faculty, but begin to identify faculty with scholarly interests similar to their own that inspire their thinking and who may work with them on their dissertation committee.
Note(s): Open to graduate students only.
EDUC 421A: Inquiry into Leadership: Practice into Theory I (4 Credits)
Introduces students to the theory and practice of action research, with a special focus on issues of leadership in education. Emphasis on designing and implementing an action research project related to one’s practice.
Note(s): Open to graduate students only.
EDUC 421B: Inquiry into Leadership: Practice into Theory II (4 Credits)
This course utilizes Participatory Action Research (PAR) as a guiding methodological framework to understand problems of ed leadership. PAR emphasizes the importance of respecting the situated knowledge of local informants. PAR methodology stresses the significance of working with community informants and working toward social change. This course continues the exploration of theoretical and practical issues in action research by carrying out proposed individual and group PAR projects. Emphasis on the analysis of data and drawing conclusions leading to action for change.
Prerequisite(s): EDUC 421A
Note(s): Open to graduate students only.
EDUC 422: Current Policy Issues in Early Childhood (2 Credits)
An overview of current research on disciplines and domains that influence early childhood, including neuroscience, pedagogical perspectives, family support systems, family mental health, and cognitive development of young children. Includes social policy issues related to young children, and focuses on the importance of linking public policy development with research and best practices. Governmental structures at a federal and state level that impact child-family policies are reviewed.
Note(s): This class is only open to students enrolled in the Leadership Program in Early childhood Limit 15 students. Open to graduate students only.
EDUC 423: Educational Leadership and Public Policy (2 Credits)
Legislation and public policy determine the fiscal, programmatic, and operational purview of childhood programs. Increasingly, educational administrators and other leaders must exercise political skills to influence policy supportive of their aims. This course explores the interdependence of educational and other disciplines that impact young children and their families through legislation and regulatory decisions, and examines the role of leader-practitioners in influencing policy and regulatory development on local as well as state and national levels.
Note(s): Open to graduate students only.
EDUC 424: Educational Program Evaluation (4 Credits)
Students will study efforts of school systems to establish systems of accountability. In doing so, they will encounter and learn the uses and limitations of evaluation as an instrument of policy and for improving educational programs, as well as develop skills and awareness of the important role well-designed evaluation systems play in the operation of an effective educational institution.
Note(s): Open to graduate students only.
EDUC 425: Introduction to Research Design (4 Credits)
The course explores the challenges facing those working to design, implement, and evaluate educational policies and programs. Students will deepen their sense of the practical challenges of the policy process and their sense of the roles scholars have and can play in relation to these issues. Attention will also be paid to oral presentations of ideas and facilitation of classroom discussion.
Note(s): Open to graduate students only.
EDUC 426: Ethical and Moral Considerations in Educational Leadership (4 Credits)
This course is organized around the concept of education as a moral enterprise and of the role of educational leadership in modern society, and provides students with opportunities to examine their own values, beliefs, and attitudes in relationship to their leadership responsibilities and practice. Emphasis is given to the exercise of leadership in the service of the school community. Presents various ethical frameworks and perspectives on ethics, including the importance of ethical principles in decision making.
Note(s): Open to graduate students only.
EDUC 427: Issues of Race and Ethnicity in Education (4 Credits)
This course will explore the social, cultural, economic, pedagogical, and psychological experiences of race and ethnicity in schools and classrooms. We will focus on developing a deeper understanding of the ways race and ethnicity shape students’ educational experiences; investigating why even well-meaning educational reforms often fail to adequately address racial and ethnic inequity in education; and exploring effective efforts to better address the needs of students of color and their families.
Note(s): Open to graduate students only.
EDUC 432: Curricular Leadership (4 Credits)
This course focuses on the role of educational administrators as curriculum leaders. Emphasis is given to the concept of schools as communities of learners and to the use of inquiry as a basis for curriculum planning and development.
Note(s): Must be in Educational Leadership Program. Open to graduate students only.
EDUC 434: Research Methods: Proposal Design and Development I (4 Credits)
This course introduces students to the elements of a research/dissertation proposal. The course examines the importance of varied aspects of proposal design, including development of a research question and problem statement; identification and review of relevant literatures; formulation of conceptual frameworks; description and justification of research methods; and consideration of ethical research practices. Students will study these issues as they relate to proposal design in general and in relation to their specific research interests.
Note(s): Open to graduate students only.

EDUC 435: Research Methods: Proposal Design and Development II (4 Credits)
Focuses on refinement of research questions and conceptual frameworks, the use of literature to contextualize research questions, and advanced instruction on research methods. Supports students as they complete the doctoral qualifying exam, defend a dissertation research proposal, and gain approval for research from the Mills College Human Subjects Review Committee.
Prerequisite(s): EDUC 434
Note(s): Open to graduate students only.

EDUC 438: California Community College History, Politics and Policy (4 Credits)
California community colleges operate in between K-12 schools and state run universities: they have more autonomy than K-12 schools, but less autonomy than universities. Understanding the specific history, mission, and politics of the community college system in California will allow leaders to be more effective in their work with partners in federal, state and local government, CSU and UC systems, as well as with independent colleges.
Note(s): Open to graduate students only.

EDUC 440: Hip Hop Pedagogy (4 Credits)
The course will draw connections between popular culture and "liberal learning," examining how hip-hop is related to the community while illustrating the principles of liberatory pedagogy. The course will examine theoretical and applied work that emphasizes education, hip-hop, and social capital.
Note(s): Open to graduate students only.

EDUC 441A: Introduction to the Theory and Practice of Waldorf Education (3 Credits)
This course explores Waldorf education and is designed for public school teachers. Waldorf education is developmentally appropriate, experiential, and academically rigorous. This course also integrates the Waldorf approach to serving traumatized children and youth.
Note(s): Open to graduate students only.

EDUC 442A: Project Based Learning in Waldorf Education (2 Credits)
In this course students will apply Waldorf theory through creating units of study for students. The units of study produced will include classroom activities and assignments that will reflect an understanding of Waldorf education.
Note(s): Open to graduate students only.

EDUC 446: Working with Families and the Community (2 Credits)
This course will prepare educators to be culturally responsive professionals. Students will explore what a community is, how it functions, its role in education, and how to develop strategies for building community within institutions supporting the care, education, and development of youth. Students will develop practical communication skills that will enhance their ability to work with all members of the community toward the education of children and youth.
Note(s): Open to graduate students only.

EDUC 450: Dissertation Research (2-4 Credits)
The dissertation research course provides an opportunity for students who are working on their dissertations to receive ongoing support and guidance. Students are only eligible to enroll in this course once they have completed all their doctoral course work. Students must enroll in this course during the time they are working on their proposals and their dissertations. Students may take this course for up to six semesters.
Note(s): Open to graduate students only.
Pass/No Pass Only

EDUC 475: Field Experience in Early Childhood Settings (2-4 Credits)
Graduate students in early childhood special education work in early intervention and preschool placements under the supervision of school staff and a Mills supervisor. Graduate students in the Leadership in Early Childhood Education Program work in settings such as early care and education, family service centers, child mental health consultation agencies, child care resource and referral agencies, legislative offices, public benefit law firms, and charitable foundations, under the guidance of Mills faculty and site supervisors.
Note(s): Will be offered in the summer as well as fall and spring. Limit 20 students. Open to graduate students only.

EDUC 480: Special Topics in Education (4 Credits)
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.
Note(s): Open to graduate students only.

EDUC 483: Advanced Seminar (1 Credits)
EDUC 497: Directed Reading for Dissertation (4 Credits)
Students read extensively in their area of interest under the direction of a faculty member. This directed reading is a requirement for students in the doctoral program.
Note(s): Open to graduate students only.

EDUC 499: Dissertation in Progress (0 Credits)
**ENG 001: Rhetoric and Composition for the College Writer (4 Credits)**
The ability to communicate effectively, clearly, and in the appropriate academic register is a fundamental part of a college education. ENG 001 is designed to enable students to write strong academic prose, to understand the complex relationship between language and rhetoric, and to negotiate the writing demands of an academic environment. The course helps students identify their own writing strengths to help students become successful college-level writers; some attention also paid to issues of oral communication of ideas. Course includes separately scheduled individual tutorial.

**Note(s):** Open to undergraduates only. Open to juniors and seniors only.

**Meets the following Core requirements:** Written and Oral Communication I

**Meets the following Gen Ed requirements:** Written Communication

**ENG 010: Introduction to Literature (3 Credits)**
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.

**Prerequisite(s):** ENG 001

**Meets the following Core requirements:** Critical Analysis, Written and Oral Communication II

**Meets the following Gen Ed requirements:** Creative Writing, Literature, Gender & Power

**ENG 011: Craft of Creative Writing (3 Credits)**
A literature-based course with creative reading assignments. It is designed for those who want to write creatively and provides an understanding of the relationship between the reading of literature and the writing of literature. Students will be encouraged to think of their creative writing as engaged with and influenced by literary predecessors and contemporaries. The course covers various genres, it is international in its examples, and innovative in its requirements.

**Meets the following Gen Ed requirements:** Creative Writing, Literature, Gender & Power

**ENG 012: Greco-Roman Myth (3 Credits)**
This course takes up some of the best known classical mythic stories as they are rooted in lyric, epic, and tragedy. Supplementing the ancient texts are selections from medieval to modern times in poetry, prose, drama, and film, with short excursions into psychoanalytic literature and gender studies as well. The goal is to gain a more profound understanding of the content and import of the Greco-Roman mythic heritage.

**Prerequisite(s):** ENG 001

**Note(s):** Open to undergraduates only.

**ENG 020: Fundamentals of Grammar for Academic Writers (3 Credits)**
This class provides support to focus on techniques of academic writing in print and digital environments. Students will strengthen writing at the sentence level; topics include grammar, syntax, mechanics, and usage (punctuation, capitalization, and other “rules” of standard English). Assignments include grammatical applications, proofreading, readings, discussion, oral presentation, and exercises in which students practice summaries, formulate questions for discussion, and generate writing topics. Includes weekly TA meetings for individual and small group work.

**Meets the following Core requirements:** International Perspectives, Written and Oral Communication II

**ENG 043: Survey of African American Literature (3 Credits)**
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 postmodern era. Writers may include Wheatley, Douglass, Dunbar, Brooks, Walker, Clifton, Bradley, and others.

**Prerequisite(s):** ENG 001

**Meets the following Core requirements:** Critical Analysis, Race, Gender & Power

**Meets the following Gen Ed requirements:** Multicultural Perspectives

**ENG 045: World Roots of Literature (3 Credits)**
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 storytellers, Asian, African, and Arab literatures and philosophies, and connects them to the study of 18th- through 20th-century British and U.S. literature. Topics include the influence of Sufism, transcendentalism, Taoism, Buddhism, and the ideologies of African, Mayan, Aztec, and other indigenous cultures.

**Note(s):** Open to undergraduates only.

**ENG 046: Contemporary Writers Series: a Reading Group (1 Credits)**
This class, limited to .25 credits, meets before each of the readings in Mills’ CWS reading series. Students read a book by each visiting writer and then discuss it.

**ENG 055: Beginning Fiction Workshop (3 Credits)**
An introduction to techniques of story writing: plot, description, conversation, and points of view. A workshop course with frequent teacher-student conferences.

**Note(s):** English majors: Please note limitations for lower- and upper-division creative writing workshops listed under requirements for the English major. Limit 15 students.

**Meets the following Core requirements:** Create, Innovate & Experiment

**Meets the following Gen Ed requirements:** Creative Writing, Literature, Gender & Power

**ENG 056: Beginning Poetry Workshop (3 Credits)**
An introduction to techniques of lyric and free verse writing: structure, meter, and imagery. A workshop course with frequent teacher-student conferences.

**Note(s):** English majors: Please note limitations for lower- and upper-division creative writing workshops listed under requirements for the English major. Limit 15 students.

**Meets the following Core requirements:** Create, Innovate & Experiment

**Meets the following Gen Ed requirements:** Creative Writing, Literature, Gender & Power
ENG 065: From the Middle Ages to Milton: Introduction to British Literature I (3 Credits)

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.

Prerequisite(s): ENG 001
Meets the following Core requirements: Critical Analysis, Written and Oral Communication II

ENG 066: Blood and Ink: Introduction to British Literature II (3 Credits)

The Survey of British Literature II is intended to provide students with an overview of the development of British literature from the 18th to the 20th centuries 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.

Note(s): Open to undergraduates only.
Meets the following Core requirements: Critical Analysis
Meets the following Gen Ed requirements: Historical Perspectives

ENG 071: Journalism I: Reporting, Writing & Editing (3 Credits)

Reporting, writing and editing in a print and digital world (principles and practices). This course requires writing a variety of stories, and includes experience editing, revising and managing staff. Experiential learning includes collaboration with the student news platform, the Campanil, which publishes both print and digital editions. Strong critical attention paid to how the media covers news, who is represented and how their stories are told. A general overview of libel laws and ethical standards will be included.

Meets the following Core requirements: Written and Oral Communication II
Meets the following Gen Ed requirements: Written Communication

ENG 072: Journalism II: Introduction to Digital Journalism (3 Credits)

An introduction to audio and video reporting and editing; writing for the web; simple web design; cell phone journalism; social media for journalists. Experiential learning will include creating a professional web site and collaborating with the student news platform, the Campanil, which publishes both print and digital editions. Strong critical attention paid to how the media covers news, who is represented and how their stories are told. A general overview of libel laws and ethical standards will be included.

Meets the following Core requirements: Written and Oral Communication II
Meets the following Gen Ed requirements: Written Communication

ENG 073: Journalism II: Introduction to Digital Journalism (3 Credits)

Introduction to audio and video reporting and editing: writing for the web; simple web design; cell phone journalism; social media for journalists. Experiential learning will include creating a professional web site and collaborating with the student news platform, the Campanil, which publishes both print and digital editions. Strong critical attention paid to how the media covers news, who is represented and how their stories are told. A general overview of libel laws and ethical standards will be included.

Meets the following Core requirements: Written and Oral Communication II
Meets the following Gen Ed requirements: Written Communication

ENG 074: The Bible as Literature (3 Credits)

This course aims to familiarize students with much of the content as well as the structure and the literary genres of the Hebrew Bible (Christian Old Testament) and the Christian New Testament. Our literary approach to the Bible is intended to foster appreciation both for the Bible itself as literature and to build the familiarity needed for appreciation of the Bible in the Euro-American literary heritage. The syllabus emphasizes biblical reading, aided by short supplementary background readings.

Note(s): Juniors, seniors, and graduate students are encouraged to register for the upper-division number of this course ENG 174. Limit 30 students.
Meets the following Core requirements: Critical Analysis
ENG 080D: ST: Fatal Women (3 Credits)
This class takes as its subject the murderess in popular British and American cultural texts from the 17th century to the present. We examine accounts of the murderess in 18th-c amatory fiction, sensational novels from the 19th-century, lesbian pulp from the early 20th-, and current popular fiction and films (noir, B movies, current films) to explore how these texts frame female violence. We read contemporaneous theories of criminality from each era to consider the ways in which legal, medical, sociological and psychoanalytic lenses use formal strategies of fiction to frame female violence.

Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment, Written and Oral Communication II

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives, Women and Gender

ENG 102: Advanced Expository Writing (3 Credits)
A course in advanced expository and research writing for students who want to work on research skills, idea development, essay structure and argumentation. Some emphasis is placed on grammatical accuracy and organizational structures, as well as critical reading, writing exercises and papers. Students will practice a variety of prose styles, including analytical, descriptive and argumentative. Course formats and content vary, and may include a "reading in slow motion" model, which emphasizes the development of original research projects and "deep" collaborative text engagement.

Prerequisite(s): ENG 001

Note(s): Students looking for more intensive work on style, syntax and grammar should consider taking taking ENG 107: Artful Prose, Grammar and Style for Writers. Limit 16 students.

Meets the following Core requirements: Written and Oral Communication II

Meets the following Gen Ed requirements: Written Communication

ENG 104: Introduction to Critical Theory (3 Credits)
This course explores the development of literary theory over the last 75 years; its relationship to political, cultural, and historical changes; and its transformation of how literature is read and analyzed. Theoretical schools we will discuss include: structuralism, feminism, Marxism, psychoanalysis, deconstruction, gender studies, queer theory, cultural studies, race theory, and post-colonialism. Class requirements will include exams, short essays, and presentations.

Prerequisite(s): ENG 001

Note(s): Open to undergraduates only. Open to sophomores, juniors, and seniors only.

ENG 105: Topics in Late Medieval and Early Modern Literature and Culture (3 Credits)
This course provides an intensive introduction to aspects of late medieval and early modern literature and culture through the study of a specific genre, topic or theme. Possible course foci include Chaucer, non-Chaucerian medieval literature, medieval and early modern drama, non-Shakespearean drama, premodern sexuality, witchcraft, premodern colonialism or race and ethnicity in premodern Europe. See the English department’s list of course descriptions or contact the professor to find out the particular focus of the class for a given semester.

Prerequisite(s): ENG 001

ENG 107: Artful Prose: Grammar and Style for Writers (3 Credits)
This class focuses on syntax as style—the "essential structure" of the sentence, and the relation of style to craftsmanship, artistry, and voice of the writer. Designed to enhance students' ability to think about and incorporate issues of prose style in deliberate and sophisticated ways, the class will offer students a vocabulary and a skill set for implementing nuanced issues of English style and syntax. The class is recommended for creative and critical writers.

Prerequisite(s): ENG 001

Note(s): Students seeking more work on the structure and development of critical papers and argumentation are welcome, but may also want to consider ENG 102 Advanced Expository Writing. Limit 20 students.

Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment, Written and Oral Communication II

ENG 109: The Craft of the Young Adult Novel (3 Credits)
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.

Note(s): Limit 16 students. Open to undergraduates only.

Meets the following Gen Ed requirements: Historical Perspectives, Written Communication

ENG 111: Craft of Creative Writing (3 Credits)
A literature-based course with creative reading assignments. It is designed for those who want to write creatively and provides an understanding of the relationship between the reading of literature and the writing of literature. Students will be encouraged to think of their creative writing as engaged with and influenced by literary predecessors and contemporaries. The course covers various genres, it is international in its examples, and innovative in its requirements.

Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ENG 112: Greco-Roman Myth (3 Credits)
This course takes up some of the best known classical mythic stories as they are rooted in lyric, epic, and tragedy. Supplementing the ancient texts are selections from medieval to modern times in poetry, prose, drama, and film, with short excursions into psychoanalytic literature and gender studies as well. The goal is to gain a more profound understanding of the content and import of the Greco-Roman mythic heritage.

Prerequisite(s): ENG 001

ENG 113: Performing Writing (1 Credits)
Performance of writing creates opportunities for writers to prepare their work for readings, spoken word performances, conferences, and one performer shows. We reflect on the sources of our expression that come from memory, character and condition, and determine how to access them. We examine the intent and impact of various modes of writing and create strategies for presentation. We view and critique works from Ted Talks to spoken word and readings. Our practices include learning techniques for excerpting, speaking, coloring narrative, and dealing with live audiences and equipment.

Meets the following Core requirements: Create, Innovate & Experiment

Meets the following Gen Ed requirements: Creation and Criticism in the Arts
ENG 114: U.S. Literature and Social Change (3 Credits)
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, Michael Pollan, Rebecca Skloot, Emma Goldman, Upton Sinclair, and others.

ENG 115: Shakespeare (3 Credits)
This course provides an intensive introduction to Shakespeare. Close reading will be augmented by examinations of Shakespeare’s social and cultural context and secondary scholarship.
Prerequisite(s): ENG 001
Note(s): Open to sophomores, juniors, seniors, and graduate students.

ENG 116: Intro to Podcasting (4 Credits)
This course will introduce students to the fundamentals of audio storytelling with a strong basis in news reporting. They will learn to use professional audio recording equipment as well as how to incorporate mobile journalism techniques using their cell phones to produce narrative-driven news podcasts. They will cover events on campus as well as stories from the wider Oakland and Bay Area communities, write scripts and edit with Audacity sound software. Their podcasts will be highlighted on the class web site, shared with the campus Campanil site and promoted via social media channels.
Note(s): Course size is limited due to the number of sound recorders and microphones available for checkout at Audio Visual Services. Limit 15 students.
Meets the following Core requirements: Critical Analysis
Meets the following Gen Ed requirements: Written and Oral Communication II
Meets the following Gen Ed requirements: Written Communication
Instructor Consent Required: Y

ENG 117: 20th-Century African American Literature (3 Credits)
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 sociopolitical and historical context for these writers and their works.
Prerequisite(s): ENG 001
Meets the following Gen Ed requirements: Multicultural Perspectives

ENG 119: Fiction Since 1960 (3 Credits)
Students will read late 20th- and early 21st-century works of fiction, many of which explore how public events impinge on private lives in times of intense historical pressure. Close reading and discussion, midterm and final exams, and a term paper that makes some use of secondary sources. Graduate students in ENG 219 will give oral reports on secondary texts. Primary texts by such writers as James Baldwin, Raymond Carver, Edward P. Jones, Jhumpa Lahiri, Gabriel Garcia Márquez, Lorrie Moore, Michael Ondaatje, Jean Rhys, Marilyne Robinson, and Tobias Wolff.
Prerequisite(s): ENG 010
Note(s): Open to undergraduates only.
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ENG 121: English Renaissance Poetry (3 Credits)
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 interconnection between form and content; the elements of poetry; speaker, and audience; the theory and poetics of English Renaissance poetics; the formation of canon; and attitudes toward love (carnal and divine) and toward women.
Prerequisite(s): ENG 001
Note(s): Junior or senior standing, or sophomore standing with consent of instructor. Open to sophomores, juniors, seniors, and graduate students.

ENG 123: Topics in Twentieth Century American Poetry (3 Credits)
This course provides advanced study of particular topics (“traditions”/“schools”) in 20th century American poetry and poetics.
Meets the following Core requirements: Critical Analysis
Meets the following Gen Ed requirements: Written Communication

ENG 124: Craft of Literary Journalism (3 Credits)
A survey of American literary journalism from the 20th century to the present. Close readings and discussion, with sustained focus on craft (e.g. reporting techniques, voice, structure, scene-building and reconstruction, narrative flow). We will also explore the social/historical context of the texts and discuss ethical issues that arise when writing about identifiable people. Primary texts will vary, but may include writers Martha Gelhorn, Lillian Ross, John McPhee, Joan Didion, Tom Wolfe, Audre Lorde, Alice Walker, Susan Orlean, Sonia Nazario, Adrian Nicole LeBlanc.
Note(s): Priority to students in English Department programs (including Journalism); consent of the instructor required for all other students. Limit 16 students.
Meets the following Core requirements: Written and Oral Communication II
Meets the following Gen Ed requirements: Written Communication

ENG 127: Digital Storytelling (4-5 Credits)
This course is organized around a series of questions about the transformation of storytelling in the digital age. We will explore ways in which storytelling is being disrupted in response to emerging technologies, and we will survey a wide range of creative responses. We will consider the structure of narrative in traditional articles, and we then explore how narrative is constructed using other media, including audio, video, photography and interactive experiences created online. Students will create digital stories in response to the readings & viewings.
Meets the following Core requirements: Critical Analysis
Meets the following Gen Ed requirements: Written Communication

ENG 131: 18th-Century Poetry and Prose (3 Credits)
Eighteenth-century England is often referred to as the Age of Reason, a period of seemingly 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.
Prerequisite(s): ENG 001
Meets the following Gen Ed requirements: Creation and Criticism in the Arts
ENG 132: 18th-Century English Novel (3 Credits)
The course traces the evolution of the English novel from the Restoration through the Romantic era. We read canonical and lesser known writers in conjunction—as they were read by their own audiences. We read each novel with close attention to form and the development of narrative, as well as placing it within its various historical contexts. We explore the ways in which novelistic narrative shaped and was shaped by social constructions of law, nation, economics, and religion, as well as shifting notions of subjectivity. Authors may include: Behn, Haywood, Defoe, Richardson, Fielding, Burney.
Prerequisite(s): ENG 001
Meets the following Core requirements: Critical Analysis, Written and Oral Communication II
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ENG 141: Topics in Literature and Religion (3 Credits)
This interdisciplinary course explores various intersections between literature, spirituality and religion. Possible topics include religion and poetry, Jewish and Christian literary relations, faith, spirit, and ritual in African American literature; religious contexts and Russian writers; and literature and the sacred. All topics will include study of religious and spiritual traditions and literary texts. Topics vary by instructor. This course supports the Religious Studies Minor.
Prerequisite(s): ENG 001

ENG 145: World Roots of Literature (3 Credits)
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 storytellers, Asian, African, and Arab literatures and philosophies, and connects them to the study of 18th- through 20th-century British and U.S. literature. Topics include the influence of Sufism, transcendentalism, Taoism, Buddhism, and the ideologies of African, Mayan, Aztec, and other indigenous cultures.

ENG 146: Contemporary Writers Series a Reading Group (1 Credits)
This class, limited to 25 credits, meets before each of the readings in Mills' CWS reading series. Students read a book by each visiting writer and then discuss it.

ENG 147: Survey of 19th-Century African American Literature (3 Credits)
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 DuBois.

ENG 152: Poets of Color of the 20th and 21st Centuries (3 Credits)
This course examines the movements of poets of color of the last hundred years with emphasis on how the Harlem Renaissance foreshadowed the Black Arts Movement, the Spoken Word Movement, and poetry by writers of color. Through discussion, research, writing, and presentation, we examine and create methodologies that address characteristics and cultural attributes of the writing. Special attention is paid to creation of new forms, themes, tributes, and historic testimony.
Prerequisite(s): ENG 001
Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives

ENG 155: Advanced Fiction for Children and Young Adults Workshop (4 Credits)
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.
Note(s): English majors. Please note limitations for lower- and upper-division creative writing workshops listed under requirements for the English major. Limit 12 students.
Meets the following Gen Ed requirements: Creation and Criticism in the Arts
Instructor Consent Required: Y

ENG 157: Topics in African Literature (3 Credits)
Focusing primarily on fiction, we will explore works by writers from all over Africa paying particular attention to aspects of craft as well theoretical priorities and cultural positions. Discussions will focus on matters of exile, place and displacement, language, colonialism, gender, sexuality, and more. We will also examine theoretical work that helps locate the writings within the historical, philosophical, and aesthetic traditions of the literature
Prerequisite(s): ENG 001
Note(s): Open to undergraduates only. Open to sophomores, juniors, and seniors only.
Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Women and Gender

ENG 161: Modern Drama (3 Credits)
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.
Note(s): Open to sophomores, juniors, seniors, and graduate students.

ENG 163: American Literature to 1865: Romanticism (3 Credits)
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, and Melville. Discussions will focus on issues such as the American Renaissance, historical context, and national identity.
Prerequisite(s): ENG 001

ENG 164: Modern American Fiction (3 Credits)
We will have an opportunity to trace formal and thematic developments in American fiction since 1920. Discussions will include considerations as to the effects of 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 ‘20s, and the increasing role of women and writers from ethnic minorities in changing the role of literature in the academy and in society.
Prerequisite(s): ENG 001
ENG 165: American Literature from 1865 to 1920: Realism (3 Credits)
The course focuses on American fiction between the Civil War and World War I. Readings selected from: Cather, Chestnutt, 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.  
Prerequisite(s): ENG 055  
Meets the following Gen Ed requirements: Creation and Criticism in the Arts. Written Communication

ENG 167: Advanced Creative Nonfiction Workshop (3 Credits)
This course will explore the techniques and characteristics of writing that weave creativity into nonfiction 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.  
Prerequisite(s): ENG 055  
Notes: English majors. Please note limitations for lower- and upper-division creative writing workshops listed under requirements for the English major. Limit 15 students.  
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ENG 168: Advanced Fiction Workshop (3 Credits)
Students create a minimum of 40 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.  
Prerequisite(s): ENG 055 or ENG 057  
Notes: English majors. Please note limitations for lower- and upper-division creative writing workshops listed under requirements for the English major. Limit 15 students.  
Meets the following Core requirements: Create, Innovate & Experiment  
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ENG 170: Poetry Workshop II (3 Credits)
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, and political poetry.  
Prerequisite(s): ENG 056 or ENG 055  
Notes: English majors. Please note limitations for lower- and upper-division creative writing workshops listed under requirements for the English major. Limit 15 students.  
Meets the following Core requirements: Create, Innovate & Experiment  
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ENG 171: Social Action and the Academic Essay (3 Credits)
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 who create partnerships that meet outside of class once a week. Topics include analysis and practice of expository and creative writing; educational theory; and studies in race, ethnicity, and class identity. All our work focuses on the relationships between writing and social justice. Readings vary by semester, and may include works by: Paolo Freire, Ta-Nehisi Coates, June Jordan, Virginia Woolf, Jonathan Kozol.  
Prerequisite(s): ENG 001  
Notes: Prerequisite: ENG 001 or consent of instructor, junior or senior standing. Limit 15 students. Open to undergraduates only. Open to juniors and seniors only.  
Meets the following Core requirements: Critical Analysis, Community Engagement, Written and Oral Communication II  
Meets the following Gen Ed requirements: Multicultural Perspectives, Written Communication

ENG 172: Journalism I: Reporting, Writing & Editing (3 Credits)
Reporting, writing and editing in a print and digital world (principles and practices). This course requires writing a variety of stories, and includes experience editing, revising and managing staff. Experiential learning includes collaboration with the student news platform, the Campanil, which publishes both print and digital editions. Strong critical attention paid to how the media covers news, who is represented and how their stories are told. A general overview of libel laws and ethical standards will be included.  
Meets the following Core requirements: Written and Oral Communication II  
Meets the following Gen Ed requirements: Written Communication

ENG 173: Journalism II: Introduction to Digital Journalism (3 Credits)
Introduction to audio and video reporting and editing; writing for the web; simple web design; cell phone journalism; social media for journalists. Experiential learning will include creating a professional web site and collaborating with the student news platform, the Campanil, which publishes both print and digital editions. Strong critical attention paid to how the media covers news, who is represented and how their stories are told. A general overview of libel laws and ethical standards will be included.  
Meets the following Core requirements: Written and Oral Communication II  
Meets the following Gen Ed requirements: Written Communication

ENG 174: The Bible as Literature (3 Credits)
This course aims to familiarize students with much of the content as well as the structure and the literary genres of the Hebrew Bible (Christian Old Testament) and the Christian New Testament. Our literary approach to the Bible is intended to foster appreciation both for the Bible itself as literature and to build the familiarity needed for appreciation of the Bible in the Euro-American literary heritage. The syllabus emphasizes biblical reading, aided by short supplementary background readings.  
Notes: Juniors, seniors, and graduate students are encouraged to register for the upper-division number of this course ENG 174. Limit 30 students.  
Meets the following Core requirements: Critical Analysis
ENG 175: English Romantic Poetry (3 Credits)
This course is a selective survey of British poetry from 1789–1832, a time of rapid, often violent, political and cultural changes and reaction to these changes. We will consider the intersections of large and small revolutions, turning points, circles, moments, including for example: political revolutions—French and American—and revolutions of manners, science, and industry. We will muse on the ways in which poets of the era engage with notions of the fantastic, the ethical, the self, theatricality, museums, sex, nationalism, gender, religion/spirituality, violence/resistance.
Prerequisite(s): ENG 001
Note(s): Sophomores need consent of instructor Limit 20 students.

ENG 176: The Victorian Period: Prose, Poetry, and Drama (3 Credits)
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.
Prerequisite(s): ENG 001

ENG 180: Special Topics in Literature and Culture (3 Credits)
Topics are selected to offer interdisciplinary or cross-cultural perspectives on literature and culture. Examples of such topics are: African American poetry since 1966, autobiography, characterization in Western literature, lesbian literature, and literatures of Asian/Pacific Americans and the Asian Diaspora.
Note(s): Undergraduates can petition the department/instructor for special permission. Limit 30 students.

ENG 180A: ST: Queer Archival Desires (3 Credits)
This course explores the pleasures, compulsions, complexities and critical theoretical conversations motivating queer archival practices and projects. We will read archival, theory, explore the amazing special collections at Mills college & study methodologies currently at use in digital humanities. This seminar culminates in the student’s development of their own archival project. Hybrid in structure (deploying scholarly, creative and activists’ practices) this seminar meets as an intensive four Friday/Saturdays during the semester & will remain virtually connected through online discussion.
Meets the following Core requirements: Critical Analysis, Race, Gender & Power
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives, Women and Gender

ENG 180A: ST: Jane Austen, The Critical Legacy (3-3 Credits)
Jane Austen was not only the preeminent novelist of the British Romantic era, her cultural capital remains high: Austen’s work is claimed as simultaneously conservative and radical, and is adapted and appropriated for almost every audience, from Bollywood to hip-hop to queer-fan fiction. What sustains Austen’s fiction’s continued popularity and critical acclaim? And what is it about her plots that sustain adaptations that span all literary genres and most cultures—national and social?
Meets the following Core requirements: Critical Analysis
Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives, Women and Gender

ENG 180B: ST: Professional Survival for Writers (2 Credits)
The goal of this course is to provide practical information about the life of a working writer—how to build and sustain your writing career. We will discuss many different roads to publishing your poetry, fiction, and creative nonfiction, and along the way you’ll learn more about promising your work, touring and performing, working with agents and editors, and applying for residencies. We will hear from guest speakers (many of them successful Mills alum) on these topics during class and during a few additional panels on Tuesdays from 5:30-6:30.
Meets the following Core requirements: Creation and Criticism in the Arts

ENG 180CS: Queer Kinship (3 Credits)
This course will study a series of novels and films thematically concerned with intergenerational queer family. We define queer broadly, discussing its analytical function as noun, verb, and adjective, as category of gender, sexual and/or political identification and as that which lies outside of heteronormativity.

ENG 180DS: Race, Class, Wizardry: Harry Potter (3 Credits)
This number is a difficult one on which to speculate. J.K. Rowling’s Harry Potter novels have a broad base of readership, and students in all majors have had contact with the books in this series. I would imagine that this would be a natural fit for English majors as well as for majors in Ethnic Studies and WGSS, since we will be taking up issues on race, class, gender, and sexual orientation as they manifest in both Rowling’s own novels and in the critical (and fan) response to her work. I anticipate that at least half of the enrollment will be upper-division English majors (15 students)
Meets the following Core requirements: Critical Analysis, Race, Gender & Power
Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives

ENG 180G: ST: Gender of Modernism (3 Credits)
This course will focus on several key modernist works of fiction and poetry: we’ll look at James Joyce, Virginia Woolf, Jean Toomer, H.D., Zora Neale Hurston, and more. The general goal is to become better acquainted with some important modernist works and ideas and to place them within their historical and cultural contexts. We will be particularly concerned with the relationship between experimental form and constructions of gender. To that end, we will be reading some theory and criticism and studying how scholars have approached the “gender of modernism.”
Note(s): Open to sophomores, juniors, seniors, and graduate students.
ENG 180K: Queer and Trans’ Literatures: Kinship (3 Credits)
We will explore the critical, creative and activist possibilities put in motion by placing the terms Queer, Trans’, and Kinship in conversation as we read and discuss from Queer and Trans’ identified authors. Readings are connected through investigations, representations and contemplations of queer and trans’ kinship. They explore the ‘queerness’ of: childhood, aging, sexuality, parenting, death, class, ethnicity, religion, art, and more. We will develop our ability to read ‘queerly’ as well as “trans’ing” our critical readings skills within the traditions of literary studies.

Meets the following Core requirements: Critical Analysis

ENG 180L: Poetry and Social Crisis in the 21st century in Mexico and the Americas (3 Credits)
Students will be introduced to a body of contemporary literary works, as well as artist and citizen responses, in Latin America that explore various aspects of forms of social crisis. From post-dictatorial Chile, to violence against women on the US-Mexico border, to victims of the “War Against Drugs” policy, the last decade has seen the emergence of literary and visual works that address and explore the effects of such forms of violence, especially against women, indigenous groups and unarmed citizens. Special attention will be given to poetry but other genres will be included as well.

Meets the following Core requirements: Critical Analysis, International Perspectives

ENG 180M: Reconfiguring Narrative (3 Credits)
The course introduces students to some of the techniques and ideas central to postmodern fiction. One portion of the course focuses on the authors’ use and (ab)use of literary conventions, how these approaches differ from one another and why those differences matter, and in the other portion, students investigate these matters of form by attempting to use them, thus deepening their own understanding of the inner logics of fiction. Students will engage with these novels and essays and produce creative and critical offerings.

Meets the following Core requirements: Critical Analysis, Written and Oral Communication II

ENG 181: The British Novel in the 20th Century and Beyond (3 Credits)
The 20th century presented 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.

Prerequisite(s): ENG 001
Note(s): Consent of instructor required for sophomores Limit 20 students. Open to sophomores, juniors, seniors, and graduate students.

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Written Communication

ENG 183: Advanced Seminars in English (3 Credits)
Topics vary from year to year. The following are samples: Henry James and Edith Wharton, imperial fictions; empire and the British novel, 1660 to 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; and queer alchemy.

Prerequisite(s): ENG 001

ENG 187: Teaching English to Speakers of Other Languages (3 Credits)
Students will study common trouble spots for non-native and multilingual speakers writing in English and learn approaches to using listening, speaking, reading, and writing in teaching written expression. Course includes grammar, the logic of English composition; contrastive rhetoric; the interplay of language, culture, and identity; the politics of language; and literary accounts of teaching English Language Learners or being a non-native or multilingual speaker. Students will put skills to use in a practicum and will leave the class with practical teaching skills for use here or abroad.

Note(s): Sophomores need permission of instructor to take this course. Limit 16 students.

Meets the following Core requirements: International Perspectives, Written and Oral Communication II

ENG 188: The 19th-Century British Novel (3 Credits)
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 Brontës, 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.

Prerequisite(s): ENG 066 or WMST 071

ENG 189: Senior Thesis in Creative Writing (4 Credits)
Senior English majors in creative writing prepare, refine, and produce their senior theses. Writers of poetry, fiction, creative nonfiction, and writing for young adults share the challenges of their disciplines as they exchange work and develop their theses. Discussions on craft and strategy, practice, and professionalism accompany the process.

Prerequisite(s): ENG 167 or ENG 168 or ENG 170
Note(s): Students may also take ENG 155 as a prerequisite for this course. Limit 16 students. Open to juniors and seniors only.

Meets the following Gen Ed requirements: Creation and Criticism in the Arts

ENG 191: Senior Thesis in Literature (4 Credits)
Senior majors in English focusing on literature complete their final theses in this class. The students share and critique each other’s projects based on their English Major Plans of Study. Issues of research, strategy, viability, and professionalism are discussed as well as the challenges of each student’s particular project.

Prerequisite(s): ENG 001
Note(s): Senior standing or consent of instructor. Limit 16 students. Open to undergraduates only. Open to juniors and seniors only.

ENG 201: Development of the English Language (3 Credits)
This course examines the development of the English language, from its Anglo-Saxon roots to its modern American dialects. We will also explore the larger political and cultural functions of language, including the role the English language played (and plays) in the development of English and American identity, its use in the project of colonization, and the way language intersects with constructions of class, race, and gender.

Note(s): Open to graduate students only.
ENG 202: Advanced Expository Writing (3 Credits)
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.

Notes: Students looking specifically for work on style and syntax should consider taking ENG 207, Artful Prose: Grammar and Style for Writers. Limit 20 students. Open to sophomores, juniors, seniors, and graduate students.

ENG 203: The Craft of Prose (3 Credits)
Literature-based graduate class in prose. Students will read widely and diversely in the genre so as to gain a fluency in the history, aesthetics, social uses, and distribution of the genre. Required in first two semesters of graduate study.

Notes: Priority enrollment goes to MFA graduate students in the English Department; MA students in English can enroll on a space available basis; graduate students in other departments need consent of the chair of the English Department. Limit 20 students. Open to graduate students only.

ENG 204: The Craft of Poetry (3 Credits)
Literature-based graduate class in poetry. Students will read widely and diversely in the genre so as to gain a fluency in the history, aesthetics, social uses, and distribution of the genre. Required in first two semesters of graduate study.

Notes: Priority enrollment goes to MFA graduate students in the English Department; MA students in English can enroll on a space available basis; graduate students in other departments need consent of the chair of the English Department. Limit 20 students. Open to graduate students only.

ENG 205: Topics in Late Medieval and Early Modern Literature and Culture (3-4 Credits)
This course provides an intensive introduction to aspects of late medieval and early modern literature and culture through the study of a specific genre, topic or theme. Possible course foci include Chaucer, non-Chaucerian medieval literature, medieval and early modern drama, non-Shakespearean drama, premodern sexuality, witchcraft, premodern colonialism or race and ethnicity in premodern Europe. See the English department's list of course descriptions or contact the professor to find out the particular focus of the class for a given semester.

Notes: Open to graduate students only.

ENG 207: Artful Prose: Grammar and Style for Writers (3 Credits)
This class focuses on syntax as style—the "essential structure" of the sentence, and the relation of style to the craftsmanship, artistry, and voice of the writer. Designed to enhance students' ability to think about and incorporate issues of prose style in deliberate and sophisticated ways, the class will offer students a vocabulary and a skill set for implementing nuanced issues of English style and syntax. The class is recommended for creative and critical writers.

Prerequisites: ENG 001

Notes: Students seeking more work on the structure and development of critical papers and argumentation are welcome, but may also want to consider ENG 102 Advanced Expository Writing. Limit 20 students.

ENG 209: The Craft of the Young Adult Novel (3 Credits)
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.

Notes: Limit 16 students. Open to graduate students only.

ENG 213: Performing Writing (1 Credits)
Performance of writing creates opportunities for writers to prepare their work for readings, spoken word performances, conferences, and one performer shows. We reflect on the sources of our expression that come from memory, character and condition, and determine how to access them. We examine the intent and impact of various modes of writing and create strategies for presentation. We view and critique works from Ted Talks to spoken word and readings. Our practices include learning techniques for excerpting, speaking, coloring narrative, and dealing with live audiences and equipment.

ENG 214: U.S. Literature and Social Change (3-4 Credits)
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–Barrett, Catherine Beecher and Harriet Beecher Stowe, Malcolm X, Angela Davis, Abraham Lincoln, Cesar Chavez, W.E.B. DuBois, Michael Pollan, Rebecca Skloot, Emma Goldman, Upton Sinclair, and others.

ENG 215: Shakespeare (3-4 Credits)
This course provides an intensive introduction to Shakespeare. Close reading will be augmented by examinations of Shakespeare's social and cultural context and secondary scholarship.

Notes: Open to graduate students only.

ENG 216: Intro to Podcasting (4 Credits)
This course will introduce students to the fundamentals of audio storytelling with a strong basis in news reporting. They will learn to use professional audio recording equipment as well as how to incorporate mobile journalism techniques using their cell phones to produce narrative-driven news podcasts. They will cover events on campus as well as stories from the wider Oakland and Bay Area communities, write scripts and edit with Audacity sound software. Their podcasts will be highlighted on the class web site, shared with the campus Campanil site and promoted via social media channels.

Notes: Course size is limited due to the number of sound recorders and microphones available for checkout at Audio Visual Services. Limit 15 students.

Instructor Consent Required: Y

ENG 217: 20th-Century African American Literature (3-4 Credits)
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 sociopolitical and historical context for these writers and their works.

Notes: Open to graduate students only.
ENG 219: Fiction Since 1960 (3-4 Credits)
Students will read late 20th- and early 21st-century works of fiction, many of which explore how public events impinge on private lives in times of intense historical pressure. Close reading and discussion, midterm and final exams, and a term paper that makes some use of secondary sources. Graduate students in ENG 219 will give oral reports on secondary texts. Primary texts by such writers as James Baldwin, Raymond Carver, Edward P. Jones, Jhumpa Lahiri, Gabriel Garcia Márquez, Lorrie Moore, Michael Ondaatje, Jean Rhys, Marilynne Robinson, and Tobias Wolff.
Note(s): Open to graduate students only.

ENG 221: English Renaissance Poetry (3-4 Credits)
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 poetics; the formation of canon; and attitudes toward love (carnal and divine) and toward women.
Note(s): Open to graduate students only.

ENG 223: Topics in Twentieth Century American Poetry (3-4 Credits)
This course provides advanced study of particular topics ("traditions"/"schools") in 20th century American poetry and poetics.
Note(s): Open to graduate students only.

ENG 224: Craft of Literary Journalism (3 Credits)
A survey of American literary journalism from the 20th century to the present. Close readings and discussion, with sustained focus on craft (e.g. reporting techniques, voice, structure, scene-building and reconstruction, narrative flow). We will also explore the social/historical context of the texts and discuss ethical issues that arise when writing about identifiable people. Primary texts will vary, but may include writers Martha Gelhorn, Lillian Ross, John McPhee, Joan Didion, Tom Wolfe, Audre Lorde, Alice Walker, Susan Orlean, Sonia Nazario, Adrian Nicole LeBlanc.
Note(s): Priority to students in English Department programs (including Journalism); consent of the instructor required for all other students. Limit 16 students.

ENG 227: Digital Storytelling (4-5 Credits)
This course is organized around a series of questions about the transformation of storytelling in the digital age. We will explore ways in which storytelling is being disrupted in response to emerging technologies, and we will survey a wide range of creative responses. We will consider the structure of narrative in traditional articles, and we then explore how narrative is constructed using other media, including audio, video, photography and interactive experiences created online. Students will create digital stories in response to the readings & viewings.

ENG 231: 18th-Century Poetry and Prose (3-4 Credits)
Eighteenth-century England is often referred to as the Age of Reason, a period of seemingly 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.
Note(s): Open to graduate students only.

ENG 232: 18th-Century English Novel (3-4 Credits)
The course traces the evolution of the English novel from the Restoration through the Romantic era. We read canonical and lesser known writers in conjunction—as they were read by their own audiences. We read each novel with close attention to form and the development of narrative, as well as placing it within its various historical contexts. We explore the ways in which novelistic narrative shaped and was shaped by social constructions of law, nation, economics, and religion, as well as shifting notions of subjectivity. Authors may include: Behn, Haywood, Defoe, Richardson, Fielding, Burney.
Prerequisite(s): ENG 001

ENG 241: Topics in Literature and Religion (3-4 Credits)
This interdisciplinary course explores various intersections between literature, spirituality and religion. Possible topics include religion and poetry, Jewish and Christian literary relations; faith, spirit, and ritual in African American literature; religious contexts and Russian writers; and literature and the sacred. All topics will include study of religious and spiritual traditions and literary texts. Topics vary by instructor. This course supports the Religious Studies Minor.

ENG 246: Contemporary Writers Series: a Reading Group (1 Credits)
This class, limited to .25 credits, meets before each of the readings in Mills’ CWS reading series. Students read a book by each visiting writer and then discuss it.
Note(s): Open to graduate students only.

ENG 247: 19th-Century African American Literature (3-4 Credits)
This course will explore a range of both canonical and non-canonical U.S. Black literature produced between 1800 and 1915. The course will explore the major trends strategies, influences, and aesthetic practices that defined and shaped writing during this period, with special attention to the ways that questions of audience and region impacted African American writers and the work they produced. Readings will include novels, poetry, short stories, essays, slave narratives and other autobiographical works. Authors may include Harriet Jacobs, Frederick Douglass, Frances E.W. Harper, and others.
Note(s): Open to graduate students only.

ENG 250: Thesis for the MFA Degree (3 Credits)
English 250 is a two semester course of individualized support for the MFA thesis. Students will meet four times with a director (two times each semester), submit a draft of the thesis at the beginning of the second semester, revise it, and submit a final version at the end of the semester. Supervised by an appointed director with additional support from an appointed reader.
Note(s): Open to graduate students only.

ENG 250A: MA Research Project (3 Credits)
All English MA candidates will take this course during their last semester. In the course, they will each complete a thesis of 25-40 pages. They will also polish professional skills such as: presenting conference papers, teaching literature, completing an annotated bibliography, researching literary criticism, revising work into different forms, etc.
Note(s): Open to graduate students only.
ENG 252: Poets of Color of the 20th and 21st Centuries (3-4 Credits)
This course examines the movements of poets of color of the last hundred years with emphasis on how the Harlem Renaissance foreshadowed the Black Arts Movement, the Spoken Word Movement, and poetry by writers of color. Through discussion, research, writing, and presentation, we examine and create methodologies that address characteristics and cultural attributes of the writing. Special attention is paid to creation of new forms, themes, tributes, and historic testimony. 
Note(s): Open to graduate students only.

ENG 255: Advanced Fiction for Children and Young Adults Workshop (3 Credits)
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. 
Note(s): English majors. Please note limitations for lower- and upper-division creative writing workshops listed under requirements for the English major. Limit 12 students. 
Instructor Consent Required: Y

ENG 257: Topics in African Literature (3-4 Credits)
Focusing primarily on fiction, we will explore works in English by writers from all over Africa paying particular attention to aspects of craft as well theoretical priorities and cultural positions. Discussions will focus on matters of exile, place and displacement, language, colonialism, gender, sexuality, and more. We will also examine theoretical work that helps locate the writings within the historical, philosophical, and aesthetic traditions of the literature. 
Note(s): Open to graduate students only.

ENG 261: Modern Drama (3-4 Credits)
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. 
Note(s): Open to graduate students only.

ENG 263: American Literature to 1865: Romanticism (3-4 Credits)
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, and Melville. Discussions will focus on issues such as the American Renaissance, historical context, and national identity. 
Note(s): Open to graduate students only.

ENG 264: Modern American Fiction (3-4 Credits)
We will have an opportunity to trace formal and thematic developments in American fiction since 1920. Discussions will include considerations as to the effects of 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 ’20s, and the increasing role of women and writers from ethnic minorities in changing the role of literature in the academy and in society. 
Note(s): Open to graduate students only.

ENG 265: American Literature from 1865 to 1920: Realism (3-4 Credits)
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. 
Note(s): Open to graduate students only.

ENG 268: Graduate Prose Workshop (3 Credits)
A workshop, discussion, and mutual criticism class for the student who has already begun to achieve an individual voice. Frequent consultations with the instructor. 
Note(s): Open to graduate students in English Department programs only, consent of the chair of the English Department required for all other graduate students. Limit 12 students. Open to graduate students only.

ENG 270: Graduate Poetry Workshop (3 Credits)
A workshop, discussion, and mutual criticism class for the student who has already begun to achieve an individual voice. Frequent consultations with the instructor. 
Note(s): Open to graduate students in English Department programs only, consent of the chair of the English Department required for all other graduate students. Limit 12 students. Open to graduate students only.

ENG 271: Theories of Creativity and the Teaching of Creative Writing (3 Credits)
Through the study of historical and current theories on creativity, we will examine and evaluate the practices of teaching creative writing. Topics will include the origins of creativity, the relevance of craft to creativity, and whether creative writing can be taught. 
Note(s): Open to graduate students only.

ENG 272: Theories and Strategies of Teaching Writing (4 Credits)
An introduction to current theories of writing pedagogy with an emphasis on issues related to first-year college composition. Includes practical strategies and techniques for teaching writing in college/university courses. Course requires 2-hour-per-week practicum in relevant college writing course. 
Note(s): Required for graduate students receiving departmental assistantships in the College Writing program. Enrollment may be concurrent with assistantship. Open to graduate students only.

ENG 275: English Romantic Poetry (3-4 Credits)
This course is a selective survey of British poetry from 1789–1832. a time of rapid, often violent, political and cultural changes and reaction to these changes. We will consider the intersections of large and small revolutions, turning points, circles, moments, including for example: political revolutions—French and American—and revolutions of manners, science, and industry. We will muse on the ways in which poets of the era engage with notions of the fantastic, the ethical, the self, theatricality, museums, sex, nationalism, gender, religion/spirituality, violence/resistance. 
Note(s): Sophomores need consent of instructor Limit 20 students. Open to graduate students only.
ENG 276: The Victorian Period: Prose, Poetry, and Drama (3-4 Credits)
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.

Note(s): Open to graduate students only.

ENG 277: Advanced Practicum in English (3 Credits)
This course covers a variety of directed and supervised experiences in classroom teaching at Mills. They are restricted to students in appropriate classroom and proven ability as determined by the faculty supervisor, and require approval of the head of the department in which they are undertaken.

Note(s): Open to graduate students only.

ENG 280: Special Topics in Literature and Culture (3-4 Credits)
Topics are selected to offer interdisciplinary or cross-cultural perspectives on literature and culture. Examples of such topics are: African American poetry since 196x, autobiography, characterization in Western literature, lesbian literature, and literatures of Asian/Pacific Americans and the Asian Diaspora.

Note(s): Undergraduates can petition the department/instructor for special permission. Limit 30 students.

ENG 280A: ST: Queer Archival Desires (3-4 Credits)
This course explores the pleasures, compulsions, complexities and critical theoretical conversations motivating queer archival practices and projects. We will read archival, theory, explore the amazing special collections at Mills college & study methodologies currently at use in digital humanities. This seminar culminates in the student’s development of their own archival project. Hybrid in structure (deploying scholarly, creative and activists’ practices) this seminar meets as an intensive four Friday/Saturdays during the semester & will remain virtually connected through online discussion.

ENG 280AS: Creative Writing Bootcamp (3 Credits)
This class is designed to help writers produce new work, with collective feedback and support — not just to privilege productivity for its own sake but to push our writing in new directions. We’ll thus organize our work around regular workshops as well as experiments designed to produce new perspectives on what we do and how we write. Whether you are working on your thesis, beginning a new work, writing poetry, fiction, creative nonfiction, or young adult fiction, we’ll design a game plan for the course, with the goal of producing at least 40 pages of new writing during our time together.

Note(s): Open to graduate students only.

ENG 280CS: Queer Kinship (3-4 Credits)
This course will study a series of novels and films thematically concerned with intergenerational queer family. We define queer broadly, discussing its analytical function as noun, verb, and adjective; as category of gender, sexual and/or political identification and as that which lies outside of heteronormativity.

ENG 280DS: Race, Class, Wizardry: Harry Potter (3-4 Credits)
This number is a difficult one on which to speculate. J.K. Rowling’s Harry Potter novels have a broad base of readership, and students in all majors have had contact with the books in this series. I would imagine that this would be a natural fit for English majors as well as for majors in Ethnic Studies and WGSS, since we will be taking up issues on race, class, gender, and sexual orientation as they manifest in both Rowling’s own novels and in the critical (and fan) response to her work. I anticipate that at least half of the enrollment will be upper-division English majors (15 students)

ENG 280G: ST: Gender of Modernism (3-4 Credits)
This course will focus on several key modernist works of fiction and poetry; we’ll look at James Joyce, Virginia Woolf, Jean Toomer, H.D., Zora Neale Hurston, and more. The general goal is to become better acquainted with some important modernist works and ideas and to place them within their historical and cultural contexts. We will be particularly concerned with the relationship between experimental form and constructions of gender. To that end, we will be reading some theory and criticism and studying how scholars have approached the “gender of modernism.”

Note(s): Open to graduate students only.

ENG 280J: JANE AUSTEN: THE CRITICAL LEGACY AND THE POPULAR IMAGINATION (3 Credits)
Austen was the preeminent novelist of the British Romantic era; her cultural capital remains high: her novels critically valued as well as being taken over by zombies. Austen inspired kitsch retain brisk commodity power. Her work is claimed as simultaneously conservative and radical and adapted and appropriated for almost every audience. We will analyze the major novels, selections from the juvenilia and unpublished letter with theoretical and critical consideration of 19th-c print culture and the 21c digital world that facilitates access to her work and the conversations it engenders.

Note(s): Open to graduate students only.

ENG 280K: Queer and Trans’ Literatures: Kinship (3-4 Credits)
We will explore the critical, creative and activist possibilities put in motion by placing the terms Queer, Trans’, and Kinship in conversation as we read and discuss from Queer and Trans’ identified authors. Readings are connected through investigations, representations and contemplations of queer and trans’ kinship. They explore the ‘queerness’ of: childhood, aging, sexuality, parenting, death, class, ethnicity, religion, art, and more. We will develop our ability to read “queerly” as well as “trans’ing” our critical readings skills within the traditions of literary studies.

ENG 280L: Poetry and Social Crisis in the 21st century in Mexico and the Americas (3-4 Credits)
Students will be introduced to a body of contemporary literary works, as well as artist and citizen responses, in Latin America that explore various aspects of forms of social crisis. From post-dictatorial Chile, to violence against women on the US-Mexico border, to victims of the “War Against Drugs” policy, the last decade has seen the emergence of literary and visual works that address and explore the effects of such forms of violence, especially against women, indigenous groups and unarmed citizens. Special attention will be given to poetry but other genres will be included as well.
ENG 280M: Reconfiguring Narrative (3-4 Credits)
The course introduces students to some of the techniques and ideas central to postmodern fiction. One portion of the course focuses on the authors’ use and (ab)use of literary conventions, how these approaches differ from one another and why those differences matter, and in the other portion, students investigate these matters of form by attempting to use them, thus deepening their own understanding of the inner logics of fiction. Students will engage with these novels and essays and produce creative and critical offerings.

ENG 281: The British Novel in the 20th Century and Beyond (3-4 Credits)
The 20th century presented 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.

Note(s): Consent of instructor required for sophomores Limit 20 students. Open to graduate students only.

ENG 282: Critical Theory (3 Credits)
This course, open to students at an advanced level of literary study, will examine the development and implications of a variety of critical schools and methods that have arisen within the past 50 years and how they have transformed the study of literary texts. Emphasis will be given not only to understanding the critical methods and assumptions, but also to applying them to literary texts read in class. Areas to be covered will include historical/cultural studies, structuralism and post-structuralism, and feminist criticism.

Note(s): Open to graduate students only.

ENG 283: Advanced Seminars in English (3-4 Credits)
Topics vary from year to year. The following are samples: Henry James and Edith Wharton; imperial fictions: empire and the British novel, 1660 to 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, and queer alchemy.

Prerequisite(s): ENG 001

Note(s): Open to sophomores, juniors, seniors, and graduate students.

ENG 287: Teaching English to Speakers of Other Languages (3 Credits)
Students will study common trouble spots for non-native and multilingual speakers writing in English and learn approaches to using listening, speaking, reading, and writing in teaching written expression. Course includes grammar; the logic of English composition; contrastive rhetoric; the interplay of language, culture, and identity; the politics of language; and literary accounts of teaching English Language Learners or being a non-native or multilingual speaker. Students will put skills to use in a practicum and will leave the class with practical teaching skills for use here or abroad.

Note(s): Open to graduate students only.

ENG 288: The 19th-Century British Novel (3-4 Credits)
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 Brontës, 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.

Note(s): Open to graduate students only.

ENG 294: Semester Project in Translation (1-4 Credits)
Project for MFA in Translation. Reserved for students in that program.

Note(s): Open only to MFA in Translation Students Limit 30 students. Open to graduate students only.
ENVS 022: Introduction to Environmental Science (3 Credits)
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.
Meets the following Core requirements: Scientific Inquiry
Meets the following Gen Ed requirements: Natural Sciences

ENVS 050: Environmental Geology (4 Credits)
An introduction to the composition, structure, and evolution of the earth. Relations of geologic systems, interactions, hazards, and resources to the environment.
Note(s): 1 year of high school science is recommended for this course.
Meets the following Core requirements: Scientific Inquiry
Meets the following Gen Ed requirements: Natural Sciences

ENVS 071: Campus Farm Practicum (1-2 Credits)
The Mills College campus farm is a living laboratory supporting the college and the surrounding community. Students engaged in the practicum will assist the farm manager in seasonally appropriate farm tasks and pursue related reading, writing, and research exercises to enhance their practical and theoretical knowledge of urban gardening, permaculture, and sustainable food production.
Meets the following Core requirements: Community Engagement

ENVS 105: Oceanography (3 Credits)
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 paleoceanography.
Prerequisite(s): CHEM 018

ENVS 107: Climate Change (3 Credits)
An exploration of the major reservoirs, fluxes, and processes controlling the distribution of biologically and geologically active chemical constituents of the Earth. Focuses on the global carbon cycle and its importance to Earth's changing climate in the past, present, and future. Simple box modeling methods will be employed as a tool for understanding the carbon cycle.
Prerequisite(s): CHEM 017 or ENVS 050 or CHEM 004

ENVS 115: Geochemistry (4-4 Credits)
Geochemistry is the application of chemical principles such as thermodynamics and kinetics to geologic processes that control the composition of water, rocks, and soil. Topics include mineral solubility, carbonate chemistry, weathering, adsorption and ion exchange, redox reactions, and the geochemistry of various elements, with special emphasis on aqueous and marine environments. Students learn field collection techniques, laboratory sample analysis, and methods of presenting geochemical data.
Prerequisite(s): CHEM 017 and ENVS 050

ENVS 179: Directed Research (1-3 Credits)

ENVS 180: Special Topics in Environmental Science (3-3 Credits)
Topics in environmental science not offered in the regular curriculum. Instructor Consent Required: Y

ENVS 183: Advanced Seminar in Environmental Studies (3-3 Credits)
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.
ETHS 011: Leadership for Social Change (2 Credits)
This class will explore theoretical perspectives on student organizing, leadership and social change. We will examine historical and contemporary social movements and connect this knowledge to hands-on experiences by organizing an event or series of events on campus. Students will explore and apply principles of participatory and sustainable leadership, anti-racism, coalition-building and allyship. They will also develop tools to navigate power dynamics in relation to race, class, gender and sexuality.

Note(s): Open to undergraduates only. Open to juniors and seniors only.

Meets the following Core requirements: Community Engagement
Meets the following Gen Ed requirements: Multicultural Perspectives

ETHS 039: Latin American Social Movements (3-4 Credits)
This course introduces students to the history of Latin American social movements, focusing on the ways that subaltern peoples of indigenous and African ancestry have engaged in decolonial struggles through collective action and contentious politics. 

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives

ETHS 040: Activism in the Digital Age (3-4 Credits)
A survey of American literary journalism from the 20th century to the present. Close readings and discussion, with sustained focus on craft (e.g., reporting techniques, voice, structure, scene-building and reconstruction, narrative flow). We will also explore the social/historical context of the texts and discuss ethical issues that arise when writing about identifiable people. Primary texts will vary, but may include writers Martha Gelhorn, Lillian Ross, John McPhee, Joan Didion, Tom Wolfe, Audre Lorde, Alice Walker, Susan Orlean, Sonia Nazario, Adrian Nicole LeBlanc.

Meets the following Core requirements: Critical Analysis, Community Engagement, Race, Gender & Power
Meets the following Gen Ed requirements: Human Institutions and Behavior, Multicultural Perspectives

ETHS 041: Inventing the "Other," Policing Differences (3-4 Credits)
This course will cross disciplines, using tools from such fields as literary criticism, post-colonial theory, disability studies, philosophy, and film studies. By closely reading literature, film, and popular culture, we will produce written and visual work and begin to form a better understanding of the ways these genres invent, invoke, illustrate, and control a racial "Other." From examples drawn from the US and around the world, we will examine a variety of materials from a perspective that considers the intersections of race, class, gender, nation, sexuality, and ability.

Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment, Race, Gender & Power, Written and Oral Communication II
Meets the following Gen Ed requirements: Multicultural Perspectives, Written Communication

ETHS 042: Ethnicity and Environment in California (3 Credits)
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; and popular social movements.

Note(s): ETHS 142 open only to environmental science and environmental studies majors. Limit 30 students.

Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives

ETHS 043: Survey of African American Literature (3 Credits)
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 postmodern era. Writers may include Wheatley, Douglass, Dunbar, Brooks, Walker, Clifton, Bradley, and others.

Prerequisite(s): ENG 001

Meets the following Core requirements: Critical Analysis, Race, Gender & Power

Meets the following Gen Ed requirements: Multicultural Perspectives

ETHS 047: The "Third World": Colonialism and Globalization (3 Credits)
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, and sustainable development.

Meets the following Gen Ed requirements: Human Institutions and Behavior, Historical Perspectives, Multicultural Perspectives

ETHS 048: WOMANIST THEORY, HIST. LIT. (0.25-1.25 Credits)

ETHS 049: WOMANIST LIT., LITERARY CRITIC (0.25-1.25 Credits)

ETHS 050: Rights, Rebellion, and Resistance: Survey of African American Literature (3 Credits)
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 postmodern era. Writers may include Wheatley, Douglass, Dunbar, Brooks, Walker, Clifton, Bradley, and others.

Prerequisite(s): ENG 001

Meets the following Core requirements: Critical Analysis, Race, Gender & Power

Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender
ETHS 051: Introduction to Ethnic Studies (3 Credits)
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.
Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives

ETHS 052: African American Women’s History (3 Credits)
This course examines the economic, political, social, cultural, religious, 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, Harlem Renaissance, the civil rights era, black nationalism, black women in electoral politics, and black feminism. Three themes are explored: the nature of diaspora and the extent of West African sociocultural retentions; the intersections of race, class, and gender, and African American women’s resistance, spirituality, and collective struggles for social change.
Notes: Open to undergraduates only. Open to juniors and seniors only.
Meets the following Core requirements: Critical Analysis, Race, Gender & Power
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives, Women and Gender

ETHS 054: American Indian History to 1900 (3 Credits)
An introduction to indigenous populations whose history covers 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.
Meets the following Core requirements: Critical Analysis, Race, Gender & Power
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives

ETHS 055: Law, Resistance and Identity: American Indian History from 1900 (3 Credits)
This course covers contemporary American Indian history, from 1900 to the present, focusing on relations between the U.S. and American Indians as individuals and tribes. It examines legal decisions and federal policies directed at American Indian issues and tribal responses to these policies. The evolving political status of tribes as sovereign entities forms the core of the course’s concerns. Sample topics include citizenship, religious freedom, education, courts and jurisdiction, child welfare, taxation, and economic development.
Meets the following Core requirements: Critical Analysis, Race, Gender & Power
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives

ETHS 056: ECON HIST ASIAN AMERICANS (0.25-1.25 Credits)

ETHS 054: Mixed Race Descent in the Americas (3 Credits)
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.
Meets the following Core requirements: Critical Analysis, Race, Gender & Power
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives

ETHS 070: African American Music: The Meaning and the Message (3 Credits)
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.
Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives

ETHS 71: BAY AREA ETHNIC WOMEN WRITERS (1 Credits)

ETHS 090: Comparative Ethnic Literature and Cultural Production (3-4 Credits)
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.
Meets the following Core requirements: Critical Analysis, Race, Gender & Power, Written and Oral Communication II
Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives, Written Communication

ETHS 100: COMPARATIVE ETHNIC LIT (0.25-1.25 Credits)

ETHS 102: MEXICAN WOMEN WRITERS (0.25-1.25 Credits)

ETHS 108: AMER INDIANS CONTEMP SOC (0.25-1.25 Credits)

ETHS 109: ECON RACE & ETHNICITY (0.25-1.25 Credits)

ETHS 112: Race, Gender, and the Environment (3 Credits)
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.
Note(s): Open to sophomores, juniors, seniors, and graduate students.
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender
ETHS 113: Comics and Politics: Visual Culture, Power, and Ideology (3-4 Credits)
Graphic narratives and the interactions of text and image in sequential art are the focus of this course. We will pursue questions regarding power and ideology in the construction of race, gender, and sexuality as produced in visual texts. We will investigate the role of signification and language as well as the choices made in framing and panels to better understand the production of meaning in this genre. With particular attention to work created by artists of color, we will gain insight concerning the fundamentals of visual narratives and storytelling.

Meets the following Core requirements: Critical Analysis, Race, Gender & Power, Written and Oral Communication II

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives

ETHS 114: Representing Blackness: Film and Literature in Africa and the Diaspora (4 Credits)
This course will examine the changing representations of Africa and the diaspora in film and literature. The class will explore the historical context and ideological motivations behind stereotypical and oppositional portrayals of people of African descent. We will undertake a critical socio-historical review of diverse genres including U.S. “race movies,” “blaxploitation,” “hood movies,” independent African cinema, and contemporary interventions by black feminist and gay filmmakers. Locations include the U.S., the African continent, Europe, and the Caribbean.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives, Multicultural Perspectives

ETHS 119: Action Research for Social Change (4 Credits)
This course teaches the basic concepts and principles of action research, with an emphasis on participatory action research (PAR), and prepares students to apply its philosophy, values, approaches, and methods to an empowering collaboration between “community members” and “researchers.”

Prerequisite(s): ETHS 051 or ETHS 091
Note(s): Open to undergraduates only. Open to sophomores, juniors, and seniors only.

Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

Instructor Consent Required: Y

ETHS 120: Decolonizing Spirituality: Indigenous Religions in the Americas (4 Credits)
This seminar course uses decolonizing methodologies to examine Indigenous creation stories, origin narratives, and spirituality in comparison with primary source documents from early explorers. How were Indigenous spiritual practices altered by invading forces? What were the resulting responses? Various viewpoints will be covered in this course including Indigenous peoples from different geographic areas. Native and non-Native perspectives, and spiritual leaders from various Indigenous nations. We shall also examine practices and laws that impeded religious ceremonies/traditions.

Note(s): Open to undergraduates only. Open to sophomores, juniors, and seniors only.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power

Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives, Women and Gender

Instructor Consent Required: Y

ETHS 124: COMPAR PERSPECT ON RACISM (0.25-1.25 Credits)

ETHS 126: Theories of Race and Ethnicity (4 Credits)
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.

Prerequisite(s): ETHS 051
Note(s): Open to sophomores, juniors, seniors, and graduate students.

Meets the following Core requirements: Critical Analysis, Race, Gender & Power

Meets the following Gen Ed requirements: Human Institutions and Behavior, Multicultural Perspectives

ETHS 133: AFRICAN-AMER WMN THRU LIT (0.25-1.25 Credits)

ETHS 139: Asian/Pacific American Women Writers (3 Credits)
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 versus cultural nationalism, and resistance and compliance to Orientalist depictions of APA women.

Prerequisite(s): ENG 001

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives, Women and Gender

ETHS 142: Ethnicity and Environment in California (3 Credits)
This course examines the changing representations of Africa and the diaspora in film and literature. The class will explore the historical context and ideological motivations behind stereotypical and oppositional portrayals of people of African descent. We will undertake a critical socio-historical review of diverse genres including U.S. “race movies,” “blaxploitation,” “hood movies,” independent African cinema, and contemporary interventions by black feminist and gay filmmakers. Locations include the U.S., the African continent, Europe, and the Caribbean.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power

Note(s): Open to sophomores, juniors, seniors, and graduate students.

Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

ETHS 140: Activism in Digital Media Age (3-4 Credits)
This course explores the ways young people use digital and social media to mobilize civic, political, and social movement participation, with a focus on young people of color and immigrant youth. Students explore the possibilities of mediated activism in transforming social inequalities, fostering social connectivity, and deepening democratic citizenship.

Meets the following Gen Ed requirements: Human Institutions and Behavior, Multicultural Perspectives

ETHS 142: Ethnicity and Environment in California (3 Credits)
This course examines the changing representations of Africa and the diaspora in film and literature. The class will explore the historical context and ideological motivations behind stereotypical and oppositional portrayals of people of African descent. We will undertake a critical socio-historical review of diverse genres including U.S. “race movies,” “blaxploitation,” “hood movies,” independent African cinema, and contemporary interventions by black feminist and gay filmmakers. Locations include the U.S., the African continent, Europe, and the Caribbean.

Note(s): Open to undergraduates only. Open to sophomores, juniors, and seniors only.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power

Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives

Instructor Consent Required: Y
ETHS 144: Representation and Politics in Asian Diasporic and Pacific Islander Literature (3-4 Credits)
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.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power, Written and Oral Communication II

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives, Written Communication

ETHS 149B: WOMANIST LITERATURE, CRITICISM (0.25-1.25 Credits)

ETHS 150: Black Feminist Theory (3 Credits)
This course has two complementary goals: first, to analyze the continuities between black women's thought in Africa and in the African Diaspora; and second, 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 black feminist and womanist voices.

Note(s): Open to undergraduates only.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power

Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

ETHS 154: Writing the Self: Autobiographies of People of Color in the U.S. (3-4 Credits)
This course examines the genre of autobiography genre, and 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.

Meets the following Core requirements: Critical Analysis, Race, Gender & Power, Written and Oral Communication II

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives

ETHS 155: CHICANAS U.S.-EXTRICAT HISTORY (0.25-1.25 Credits)

ETHS 156: Contemporary Queer Writers of Color (3-4 Credits)
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.

Meets the following Core requirements: Critical Analysis, Race, Gender & Power, Written and Oral Communication II

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives

ETHS 157: Race, Gender, and the Criminal Justice System (3-4 Credits)
With two million incarcerated, immense racial discrepancies, and one in three black young men on probation, parole, or in prison, the U.S. criminal justice system has become a site of contestation. This course will provide students with the tools and historical background they need to engage in meaningful and informed debates about race, gender, crime, and punishment. Themes for discussion include the war on drugs, juvenile justice, the "prison-industrial complex," and the death penalty.

Note(s): Community engaged learning optional for 1.25 credit Limit 25 students.

Meets the following Core requirements: Critical Analysis, Community Engagement, Race, Gender & Power

Meets the following Gen Ed requirements: Human Institutions and Behavior, Multicultural Perspectives

ETHS 158: Latin American Transnational Migration (3-4 Credits)
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, discussions of diverse readings, and presentations of student research.

Note(s): Service learning optional for 1.25 credit Limit 20 students.

Meets the following Core requirements: Critical Analysis, Community Engagement, Race, Gender & Power

Meets the following Gen Ed requirements: Human Institutions and Behavior, Multicultural Perspectives

ETHS 159: Intro to Chicano & Latinx Studies (3-4 Credits)
This course presents a timely introduction to the social, cultural, economic and political experiences of the largest racial-ethnic minority in the United States. Following a comparative ethnic approach, the course focuses on three key aspects: shared histories of colonization and imperialism, and cross-border connections, social, material and political condition of the Latina/o community in the U.S.

Note(s): Service learning optional for 4 credits Limit 20 students.

Meets the following Core requirements: International Perspectives, Race, Gender & Power

Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives, Women and Gender

ETHS 160: Militarism, Gender, and Ethnicity (3 Credits)
This course explores race and gender dynamics of militarism, conflict, and peace building with a view to developing local, global, and transnational ethnic studies and feminist perspectives on contemporary militarism. It analyzes the effects of militarism, military rule, and conflict on relations of ethnicity, and examines how women's mobilizations have redefined conflict, peace, and security. The course also examines the environmental and economic impacts of militarism in a historical context.

Note(s): This is a graduate-style seminar class, not open to first years (freshmen). Limit 20 students. Open to undergraduates only. Open to sophomores, juniors, and seniors only.

Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives, Women and Gender
ETHS 162: AFRICAN-AMERICAN LIT (0.25-1.25 Credits)

ETHS 164: MIXED RACE DESC IN AMERICAS (0.25-1.25 Credits)

ETHS 165: Politics of Chicano and Latinx Communities (3-4 Credits)
This course examines how Latinos have used community organizing and social movement participation alongside institutional politics to claim various rights of citizenship, shape contemporary political identities, and fight for full inclusion and representation in the United States.

Meets the following Core requirements: Critical Analysis, Community Engagement, Race, Gender & Power
Meets the following Gen Ed requirements: Human Institutions and Behavior, Multicultural Perspectives

ETHS 166: Women of Color in Social Movements (3-4 Credits)
This course examines the economic, political, social, cultural, religious, 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, Harlem Renaissance, the civil rights era, black nationalism, black women in electoral politics, and black feminism. Three themes are explored: the nature of diaspora and the extent of West African sociocultural retentions; the intersections of race, class, and gender; and African American women’s resistance, spirituality, and collective struggles for social change.

Meets the following Core requirements: Critical Analysis, Community Engagement, Race, Gender & Power
Meets the following Gen Ed requirements: Human Institutions and Behavior, Multicultural Perspectives, Women and Gender

ETHS 170: African American Music: The Meaning and the Message (3 Credits)
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.

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives

ETHS 172: American Indian and Pacific Islander Women (3 Credits)
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.

Meets the following Core requirements: Critical Analysis, Community Engagement, Race, Gender & Power

ETHS 172SL: American Indian and Pacific Islander Women (4 Credits)
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.

Meets the following Core requirements: Critical Analysis, Community Engagement, Race, Gender & Power

ETHS 173: Celluloid Native: American Indians in Film (4 Credits)
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.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power

ETHS 174: LIT FOR CHILDREN OF COLOR (0.25-1.25 Credits)

ETHS 176: Women of Color in Social Movements (3-4 Credits)

ETHS 179: DIRECTED RESEARCH (1-4 Credits)

ETHS 180: Special Topics in Ethnic Studies (3-4 Credits)
This course deals with social, political, economic, cultural, and environmental issues of interest to American Indians, African Americans, Asian Americans/Pacific Islanders, Latinos and Arab Americans. May be repeated for credit when topics differ.

Meets the following Gen Ed requirements: Multicultural Perspectives

ETHS 180B: Special Topics (0.25-1.25 Credits)

ETHS 183: Advanced Seminar in Ethnic Studies (4 Credits)
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.

Note(s): Open to undergraduates only. Open to juniors and seniors only.

ETHS 188: Film, Color, and Culture: Images of People of Color in Cinema (4 Credits)
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, 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.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives

ETHS 189: Special Topics (3-4 Credits)

Note(s): Course content to be determined by the instructor. May be repeated for credit when topics differ.
ETHS 189: Research Methods with Communities of Color, with Fieldwork (4 Credits)
This course will equip students with the skills for social research on issues of race and ethnicity. It will enable students to engage with ethical considerations and interrogate the impact of research on communities of color. We will examine anti-oppressive methodologies and explore the possibility of developing research agendas that empower the subjects of research, and that break down the barriers between researcher and researched. The course uses a “research justice” framework in which the researcher becomes an agent of social change carrying out research with, rather than on communities.

**Meets the following Core requirements:** Critical Analysis, Race, Gender & Power, Written and Oral Communication II

**Meets the following Gen Ed requirements:** Multicultural Perspectives, Written Communication

ETHS 190: Research Methods with Communities of Color (4 Credits)
This course will equip students with the skills for social research on issues of race and ethnicity. It will enable students to engage with ethical considerations and interrogate the impact of research on communities of color. We will examine anti-oppressive methodologies and explore the possibility of developing research agendas that empower the subjects of research, and that break down the barriers between researcher and researched. The course uses a “research justice” framework in which the researcher becomes an agent of social change carrying out research with, rather than on communities.

**Prerequisites:** ETHS 051

**Meets the following Gen Ed requirements:** Multicultural Perspectives, Written Communication

ETHS 191: Senior Seminar (4 Credits)
Advanced directed research to write senior thesis.

**Prerequisites:** ETHS 189

**Notes:** Open to undergraduates only. Open to juniors and seniors only.

**Meets the following Core requirements:** Create, Innovate & Experiment

**Meets the following Gen Ed requirements:** Multicultural Perspectives

ETHS 192: SENIOR PROJECT (0.25-1.25 Credits)

ETHS 239: Asian/Pacific American Women Writers (3 Credits)
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 versus cultural nationalism, and resistance and compliance to Orientalist depictions of APA women.

**Notes:** Open to graduate students only.

ETHS 280A: Special Topics (0.25-1 Credits)

ETHS 280B: Special Topics (0.25-1 Credits)
FREN 001: Elementary French I (4 Credits)
Intensive introduction to the basic skills of understanding, speaking, reading, and writing, with the aim of progressing toward an active command of the language and an early familiarization with French and Francophone cultures. Oral communication is stressed from the very beginning, and French is the exclusive language of the class.
Meets the following Core requirements: International Perspectives, Language Other than English

FREN 002: Elementary French II (4 Credits)
Intensive introduction to the basic skills of understanding, speaking, reading, and writing, with the aim of progressing toward an active command of the language and an early familiarization with French and Francophone cultures. Oral communication is stressed from the very beginning, and French is the exclusive language of the class.
Prerequisite(s): FREN 001
Meets the following Core requirements: International Perspectives, Language Other than English

FREN 003: Intermediate French III (4 Credits)
Review and expansion of linguistic skills, combined with an introduction to the reading of literary and cultural texts.
Prerequisite(s): FREN 002
Meets the following Core requirements: International Perspectives, Language Other than English, Written and Oral Communication II
Meets the following Gen Ed requirements: Multicultural Perspectives

FREN 004: Intermediate French IV (4 Credits)
Review and expansion of linguistic skills, combined with an introduction to the reading of literary and cultural texts.
Prerequisite(s): FREN 003
Meets the following Core requirements: International Perspectives, Language Other than English, Written and Oral Communication II
Meets the following Gen Ed requirements: Multicultural Perspectives, Written Communication

FREN 100: Advanced Grammar, Translation and Writing (3-4 Credits)
The course combines the study of French grammar at an advanced level with active practice through translation and creative writing exercises in a range of literary genres. Particular attention will be given to questions of style and levels of language, as well as the systematic differences between French and English usage.
Prerequisite(s): FREN 004
Meets the following Core requirements: International Perspectives, Language Other than English, Written and Oral Communication II

FREN 101: Introduction to French Literature (3 Credits)
Introduction to major themes, genres, and works of the French literary tradition from the Middle Ages to the present. Together with the authors widely recognized as part of the canon, the course emphasizes the distinct contribution of women writers throughout the long history of French literature.
Prerequisite(s): FREN 004
Meets the following Core requirements: Critical Analysis, International Perspectives, Language Other than English

FREN 102: Introduction to Francophone Literature (3 Credits)
Introduction to the major movements of the Francophone literary tradition, including Négritude, Créolité, Indianité, post-colonialism, diaspora, and feminism. While focusing on the transnational scope of Francophone literary studies, this course highlights the literatures of North and West Africa, the Caribbean, Vietnam, and Québec. Authors include Aimé Césaire, Kim Lefèvre, Mehdi Charef, Anne Hébert, among others.
Prerequisite(s): FREN 004
Meets the following Core requirements: International Perspectives, Language Other than English, Race, Gender & Power, Written and Oral Communication II
Meets the following Gen Ed requirements: Multicultural Perspectives

FREN 143: Popular Tales: a Cross-Cultural Comparison (3 Credits)
This course will be an introduction to the rich oral tradition of Middle Eastern, South Asian, and French popular folktales in 17th- and 18th-century France. Important aspects of the courses include orality, written transcriptions and adaptations, and cross-cultural influences. Our approach will be comparative, psychoanalytic, feminist, multi-ethnic, and anthropological.
Prerequisite(s): FREN 100
Meets the following Core requirements: Critical Analysis, International Perspectives, Language Other than English
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives

FREN 144: De-colonizing Algeria: Algerian Women Writers and Filmmakers (4 Credits)
This course introduces students to the rich literary and cinematic production of francophone Algerian women. Topics discussed include the violence of coloniality, fractured silences in Franco-Algerian history, immigration and migration, women and war (Algerian war of independence [1954-62] and the “black” decade of the civil war [1990s]), banlieue writing from the disfavored Parisian outer cities, memory and re-membering, war and sexuality, among others.
Prerequisite(s): FREN 100
Meets the following Core requirements: Critical Analysis, International Perspectives, Language Other than English, Race, Gender & Power

FREN 145: The Francophone Levant and the Ottoman Empire (0.25-1.25 Credits)
This course examines the history of the French presence in the Levant, a region covering in its historical sense, the eastern Mediterranean basin. The course presents the French historical, political, cultural, and emotional attachment to this region and studies the French Levantines, a minority population living at the cross roads of different cultural and linguistic influences. We will engage in discussions on diaspora, “hybrid” identities, transnationalism, multilingualism, and cross-culturalism
Prerequisite(s): FREN 102 or FREN 101
Meets the following Core requirements: Critical Analysis, International Perspectives, Language Other than English

Instructor Consent Required: Y
FREN 146: Contemporary French and Francophone Theory (0.25-1.25 Credits)
This course examines key concepts in French and Francophone theory, such as deconstruction, feminist thought, cultural theory, postcolonialism, de-colonial resistance, the theory of emotions, and the poetics of Relation. Readings focus on Michel Foucault, Jacques Derrida, Pierre Bourdieu, AbdelKébir Khatibi, Hélène Cixous, Edouard Glissant, Assia Djebar, Frantz Fanon, Aimé Césaire, among others.
Prerequisite(s): FREN 100
Meets the following Core requirements: Critical Analysis, International Perspectives, Language Other than English, Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

FREN 147: Dangerous Crossings: War and Migration in Francophone African and Middle Eastern Literature (4 Credits)
This course focuses on two defining tropes in contemporary francophone literature from Africa and the Middle East – war and migration. We will examine the politics of “clandestine” migration from Africa to Europe, the creation of economic refugees, and the impact of war and displacement on migrating communities through literature and film.
Prerequisite(s): FREN 100
Meets the following Core requirements: Critical Analysis, International Perspectives, Language Other than English, Race, Gender & Power
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives, Women and Gender

FREN 145: Reading Otherness in the French Enlightenment (3 Credits)
This course focuses on the perception and construction of Otherness (gendered, racialized, and sexual) in the political and philosophical discourses of the 17th and 18th centuries. In addition to reading canonical writers, such as Montesquieu, Voltaire, Diderot and Rousseau, we will also examine how the movement manifests itself in less “philosophical” forms, including Molière’s Les Femmes savantes, Les Contes de Perrault and Olympe de Gouges’s L’Esclavage des noirs. Perspectives include cultural anthropology, critical race theory, feminism, the philosophy of education and political theory.
Prerequisite(s): FREN 101 or FREN 102
Meets the following Core requirements: Critical Analysis, International Perspectives, Language Other than English
Meets the following Gen Ed requirements: Historical Perspectives

FREN 162: Aesthetics of the Body in Literature (3 Credits)
The different representations of the human body through significant literary movements in Francophone literature: 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’écriture féminine,” psychoanalytic interpretations of the female body with special emphasis on women writers’ responses to Freud, the representation of the postcolonial body and diasporic fragmentation, the body and violence in diasporic contexts
Prerequisite(s): FREN 100
Meets the following Core requirements: Critical Analysis, International Perspectives, Language Other than English, Race, Gender & Power

FREN 168: Francophone Women’s Writing from Martinique, Haiti, and Guadeloupe (3 Credits)
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, Créolité and linguistic empowerment, political repression, and the “state” of women’s writing.
Prerequisite(s): FREN 101 or FREN 102
Meets the following Core requirements: International Perspectives, Language Other than English, Race, Gender & Power. Written and Oral Communication II
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

FREN 170: Debunking Orientalist Stereotypes: Asian Writings in French (3 Credits)
A critical examination of the representation of “Asia” in the French colonial imaginary and the ways in which francophone Asian writers from China, India, Mauritius and the Caribbean contest these stereotypes in their postcolonial writings. Topics covered include Asian engagements with francophonie and language, war, diaspora, exile, immigration, colonial mythologies, and the structural violence of coloniality. Authors include François Cheng, Gao Xingjian, Khal Torabully, Ananda Devi, K. Madavane, and Laure Moutoussamy, among others.
Prerequisite(s): FREN 100
Meets the following Core requirements: Critical Analysis, International Perspectives, Language Other than English, Race, Gender & Power

FREN 180: Special Topics in French & Francophone Literature (3 Credits)
This course provides students with an overall framework to study certain themes that are relevant to a deeper understanding of the complexity and diversity of French and Francophone literatures and cultures. Topics include: Exile. Migration and Immigration in Francophone African literature, among others. May be repeated for credit when topics differ.
Prerequisite(s): FREN 100

FREN 191: Senior Thesis (3 Credits)
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.
Note(s): Open only to undergraduates who are writing their senior thesis in French Limit 10 students.
Meets the following Core requirements: Critical Analysis, International Perspectives, Language Other than English
MILLS

GLOBAL STUDIES (GLOB)

GLOB 100: Global Studies at Mills (3 Credits)
This course involves study away from Mills through Alternative Spring Break or other opportunities. The instructor and subject matter of this course will vary.

GLOB 101V: Rhetoric and Composition in a Global Context (4 Credits)
The ability to communicate effectively, clearly, and in the appropriate academic register is a fundamental part of a college education. GLOB 101V is designed to enable students to write strong academic prose, to understand the complex relationship between language and rhetoric, and to negotiate the writing demands of an academic environment. The course helps students identify their own writing strengths to help students become successful college-level writers; some attention also paid to issues of oral communication of ideas. Lower division course.

Meets the following Core requirements: Written and Oral Communication I
Instructor Consent Required: Y

GLOB 102V: Identity, Politics & Equity (3 Credits)
This course challenges students to critically analyze how identity -- as defined by others and oneself -- shapes culture, politics, and the distribution of power. Drawing from media, texts, and intercultural experiences within homestays and fieldwork, students reflect on the dynamic roles of ethnicity, gender, nationality, and socio-economic status in shaping relationships within communities. Students will leave the course with critical understanding and inquiry tools to create greater equity in relationships ranging from the interpersonal to those between nations. Lower division course.

Meets the following Core requirements: Critical Analysis, Race, Gender & Power
Instructor Consent Required: Y

GLOB 103V: Justice, Equity, & Sustainability in Development Theory (3 Credits)
International development as a sector claims it is creating a better world. In this course, students examine a wide range of development theorists from around the world. By interrogating each author’s assumptions, the class aims to understand the underlying values of various approaches to development. Throughout, the class will reflect on how each author defines and pursues justice, equity, and sustainability in their theory and work. We’ll pay particular attention to how culture and positionality influences perspective and values. Lower division course.

Meets the following Core requirements: Critical Analysis, International Perspectives

GLOB 104V: Sustaining Food Systems & the Environment (3 Credits)
Creating and maintaining a sustainable relationship between humans and the environment is a complex and value laden process. This course examines the processes and values that affect sustainability with relation to food systems, production, consumption, and pollution. Through fieldwork with local farmers and investigations of consumption and pollution patterns in Guatemala and Costa Rica, students observe systems in various contexts and examine the core assumptions and values that share various perspectives on policies and resource management strategies. Lower division course.

Meets the following Core requirements: Community Engagement, Scientific Inquiry

GLOB 105V: Public Health in Culture & Context (3 Credits)
This course examines the cultural, political, economic, and geographic contexts of meeting public health needs. Through fieldwork with local public health agencies in Guatemala and living with families in a rural communities, students gain dynamic perspectives on how communities define and meet their public health needs. Seminars and readings include investigations of how policy, the pharmaceutical industry, economics, and history shape current challenges and opportunities. Lower division course

Meets the following Core requirements: Community Engagement, International Perspectives
GOVERNMENT (GOVT)

GOVT 142: African Politics (4 Credits)
Introduces students to the study of contemporary politics in sub-Saharan Africa and provides background on African political history. Focuses on governance, development, and conflict on the continent.
Meets the following Core requirements: International Perspectives

GOVT 150: Political Representation (3-4 Credits)
This course examines political representation in America. Topics include what it means to represent, the different means of representation, to what degree the elected behave consistently with constituents' preferences, and the accountability of elected officials.
Meets the following Core requirements: Race, Gender & Power
Meets the following Gen Ed requirements: Human Institutions and Behavior

GOVT 152: American Constitutional Law: Fundamental Freedoms (3-4 Credits)
This course provides a study of the legal and political context in the U.S. of freedom of expression, the press, and religion; separation of church and state; equal rights for women and minorities; voting rights; and citizenship. Particular emphasis will be placed on understanding doctrinal understandings of fundamental freedoms and how understandings have changed over time.
Meets the following Core requirements: Critical Analysis
Meets the following Gen Ed requirements: Historical Perspectives

GOVT 187: Comparative Politics of Social Policy (1-3 Credits)
This course examines the politics behind social welfare policies like national health insurance, financial assistance, and family support programs. It compares the US to countries from around the world, examining several questions. Why does social policy vary across countries? What goals do social policies serve and who benefits or does not? What political processes determine these goals and beneficiaries? When and why are social policies reformed? Can governments under fiscal stress continue to provide supportive social policies?
HELLMAN SUMMER SCIENCE & MATH PROGRAM (HSSM)

HSSM 001: Hellman Summer Science and Math Program (3 Credits)
HSSM offers selected first-year students an intensive two-module, two and a half-week course of scientific inquiry, mathematics, and logic. Biology and chemistry are used as themes to develop study habits and laboratory experience, in addition to developing critical thinking, enhanced writing, and leadership skill. HSSM includes lectures, labs, readings, videos, class discussions, workshops, lecture series, papers, laboratory reports, and examinations. Course activities are graded on a Pass/No Pass basis.

Note(s): Invited students only Limit 16 students. Open to undergraduates only.

Meets the following Core requirements: Community Engagement
Instructor Consent Required: Y
Pass/No Pass Only
**HISTORY (HIST)**

**HIST 011: The West and Its Cultural Traditions I (3 Credits)**
Introduction to the history of the Western world in the context of world history, 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.

**Meets the following Core requirements:** Critical Analysis, International Perspectives, Written and Oral Communication II

**Meets the following Gen Ed requirements:** Historical Perspectives, Written Communication

**HIST 012: The West and Its Cultural Traditions II (3-4 Credits)**
Introduction to the history of the Western world, in the context of world history, 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.

**Meets the following Core requirements:** Critical Analysis, International Perspectives, Written and Oral Communication II

**Meets the following Gen Ed requirements:** Historical Perspectives, Written Communication

**HIST 031: American History I (3 Credits)**
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.

**Notes:** Prerequisite: ENG 001 or consent of instructor. Limit 30 students.

**Meets the following Core requirements:** Critical Analysis, Written and Oral Communication II

**Meets the following Gen Ed requirements:** Historical Perspectives, Written Communication

**HIST 032: American History II (3-4 Credits)**
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.

**Notes:** Prerequisite: ENG 001 or consent of instructor. Limit 50 students.

**Meets the following Core requirements:** Critical Analysis, Written and Oral Communication II

**Meets the following Gen Ed requirements:** Historical Perspectives, Written Communication

**HIST 061: China and Japan to 1800 (3 Credits)**
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.

**Meets the following Core requirements:** Critical Analysis, International Perspectives, Race, Gender & Power, Written and Oral Communication II

**Meets the following Gen Ed requirements:** Historical Perspectives, Multicultural Perspectives

**HIST 062: China and Japan Since 1800 (3-4 Credits)**
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.

**Meets the following Gen Ed requirements:** Historical Perspectives, Multicultural Perspectives

**HIST 069: Men, Women, and Travel: Tourism in Europe Since the Renaissance (3 Credits)**
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 men do.

**Meets the following Gen Ed requirements:** Human Institutions and Behavior, Historical Perspectives, Women and Gender

**HIST 081: HISTORY OF CALIFORNIA (3 Credits)**
**HISTORY OF CALIFORNIA**

**HIST 110: Fads and Fashions: Popular Culture and European Modernity (3 Credits)**
The development of fads and fashions in popular culture in Europe from the Middle Ages through the contemporary era of the European Union. Emphasizing fads and fashions with an impact on cultural history, and their historical backgrounds, to explain how they developed and spread in the ways they did. Course materials are drawn from painting, architecture, literature, drama, film, music, dress, and gastronomy.

**Meets the following Gen Ed requirements:** Historical Perspectives, Women and Gender

**HIST 111: Cuisine History (3 Credits)**
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.

**Meets the following Gen Ed requirements:** Historical Perspectives, Women and Gender

**HIST 114: LATIN AMERICA IN MODERN ERA (0.25-1.25 Credits)**

**HIST 115: Sex, Body, and Gender in Early European Societies (3 Credits)**
This course explores the intersections of body, sexuality, and gender in Western culture from late antiquity through early modern Europe. Beginning with the common heritage of late antiquity, the course moves into the diversity of constructions of femininity, masculinity, and the range of sexualities in pre-modern Europe. As concepts of body, sex, and gender are heavily influenced by religious belief systems, readings for each section will be drawn from Jewish, Christian, and Muslim (Iberian Peninsula) sources including the uses of gender and sexuality in formulations of the religious *other*.

**Meets the following Gen Ed requirements:** Historical Perspectives, Multicultural Perspectives, Women and Gender

**HIST 116: History of the American City (3 Credits)**
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.

**Meets the following Core requirements:** Critical Analysis, Race, Gender & Power, Written and Oral Communication II

**Meets the following Gen Ed requirements:** Human Institutions and Behavior, Historical Perspectives
HIST 117: The Immigrant Experience (3-4 Credits)
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.
Note(s): Open to undergraduates only.
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives

HIST 123: England and the British Empire: From the Rise of the Tudors to the Present (3-4 Credits)
The development of state and society in Britain from Roman days through the present. Focuses on the Norman conquest, medieval England, the age of Elizabeth I and British overseas expansion, George III and the American Revolution, 19th-century industrialism and Victorianism, empire in Africa and India, the 20th-century challenges from Germany and America, the two world wars of the 20th century, “swinging” London, Thatcherism, and Tony Blair’s New Labor.
Meets the following Gen Ed requirements: Human Institutions and Behavior, Historical Perspectives, Women and Gender

HIST 125: France: From the 1789 Revolution to the Present (3-4 Credits)
The history of France from Charlemagne to the present with emphasis on the French Revolution; the era of Napoleon and the Restoration; 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.
Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power, Written and Oral Communication II
Meets the following Gen Ed requirements: Human Institutions and Behavior, Historical Perspectives, Women and Gender

HIST 127: Germany and Central Europe: From the Beginnings to the European Union (3 Credits)
Examines Germany and Central Europe from the earliest inhabitants through the struggles against the Roman Empire, the Middle Ages, and the Protestant Reformation in northern Europe. Focuses on Germany, European Russia, and the lands in between, and emphasizes the development of the German-speaking areas as part of Europe. 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 re-emergence of Germany as the economic center of the European Union after 1990.
Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power, Written and Oral Communication II
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives, Women and Gender

HIST 129: Spain: From the Golden Age to the Present (3-4 Credits)
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.
Meets the following Core requirements: Historical Perspectives, Multicultural Perspectives, Women and Gender

HIST 133: The South in American History (3-4 Credits)
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.
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives

HIST 147: THE HISTORY OF RUSSIA (0.25-1.25 Credits)

HIST 154: Modern China (3 Credits)
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 intertwining imperatives of reform and revolution in China's quest for national rejuvenation and modernity.
Meets the following Core requirements: Critical Analysis, International Perspectives, Written and Oral Communication II
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives

HIST 158: Growing Up in America (3 Credits)
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.
Meets the following Gen Ed requirements: Historical Perspectives, Women and Gender

HIST 160: History of Women in America (4 Credits)
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.
Meets the following Core requirements: Critical Analysis, Race, Gender & Power, Written and Oral Communication II
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives, Women and Gender

HIST 169: Men, Women, and Travel: Tourism in Europe Since the Renaissance (3 Credits)
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 men do.
Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power, Written and Oral Communication II
Meets the following Gen Ed requirements: Human Institutions and Behavior, Historical Perspectives, Multicultural Perspectives, Women and Gender

HIST 180: Special Topics in History (3-4 Credits)
Topics in history not offered in the regular curriculum. Taught by regular staff or visitors.
Meets the following Gen Ed requirements: Historical Perspectives

HIST 180A: A Global History of Capitalism (3 Credits)
What is capitalism? Love it or hate it, few have a good grasp of the social, political, economic, and environmental causes and consequences of global capitalism. In this course we will explore the development of capitalism from 1500 to the present by looking at the commodities that helped to shape the system as we know it today. From the sugar plantations in the Caribbean in the sixteenth century, to Coca-Cola distributors in rural India in the 1990s, we will follow the money, labor, and consumers as they reshape the global economic order.
Meets the following Core requirements: Critical Analysis, International Perspectives, Written and Oral Communication II
Meets the following Gen Ed requirements: Historical Perspectives
HIST 180B: The Past, Present, and Future of Sexual Harassment (2 Credits)
This course will examine the history of sexual harassment and the policies intended to prevent it. We will use historical context to better understand recent controversies about gender and racial inequity in U.S. workplaces and develop a critical lens through which to assess ongoing efforts to reduce and eliminate sexual harassment. The core assigned reading will be the 2018 report of the National Academies of Sciences, Medicine and Engineering on sexual harassment in the STEM academy, supplemented by historical and interdisciplinary texts and media.

Note(s): Open to sophomores, juniors, seniors, and graduate students. Pass/No Pass Only

HIST 189: History and Its Methods (4 Credits)
A seminar to develop historical skills including the analysis of sources, critiquing of historical literature, and definition of research projects.

Note(s): Prerequisites: ENG 001 or consent of instructor; junior or senior standing; also open to graduate students.

Meets the following Core requirements: Critical Analysis, Written and Oral Communication II

Meets the following Gen Ed requirements: Historical Perspectives, Written Communication

HIST 190: Senior Thesis Seminar (4 Credits)
Students will write a thesis on the basis of research begun in HIST 189. Class work includes oral presentations of work in progress.

Prerequisite(s): HIST 189

Meets the following Gen Ed requirements: Historical Perspectives, Written Communication

HIST 280B: The Past, Present, and Future of Sexual Harassment (2 Credits)
This course will examine the history of sexual harassment and the policies intended to prevent it. We will use historical context to better understand recent controversies about gender and racial inequity in U.S. workplaces and develop a critical lens through which to assess ongoing efforts to reduce and eliminate sexual harassment. The core assigned reading will be the 2018 report of the National Academies of Sciences, Medicine and Engineering on sexual harassment in the STEM academy, supplemented by historical and interdisciplinary texts and media.

Note(s): Open to sophomores, juniors, seniors, and graduate students. Pass/No Pass Only
IART 043: History of Intermedia and Electronic Art (3 Credits)
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 art historical context.
Crosslisted with: . ARTS 143
IART 110: Introduction to Visual and Sound Programming (4 Credits)
This course integrates video production with a critical examination of experimental video as an art form, political tool, and social practice. Throughout the semester we will examine themes with examples in experimental film, video art, sound art, conceptual art and installations. Students will undertake projects using any tool of their choosing, whether it is an audio recorder, video projector, cell phone app, or a light bulb. Foregrounding ideas over tools, students are encouraged to explore media and techniques they have not used previously.
Meets the following Gen Ed requirements: Creation and Criticism in the Arts
Crosslisted with: ARTS 147, ARTS 247
IART 119: Electronic Arts (4 Credits)
This studio course is a broad investigation into ideas that cross disciplines, media and technology. Throughout the semester we will examine themes with examples in experimental film, video art, sound art, conceptual art and installations. Students will undertake projects using any tool of their choosing, whether it is a audio recorder, video projector, cell phone app, or a light bulb. Foregrounding ideas over tools, students are encouraged to explore media and techniques they have not used previously.
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

IART 120: Advanced Electronic Arts (4 Credits)
This is a hands-on studio course exploring the artistic possibilities of electronic circuitry. Everything will be made from scratch—from oscillators, mixers, to the amplifiers. Students will learn to design simple circuits, prototype on breadboards, solder and package their designs. While we will be covering the fundamental theories and analysis of electronic circuits, the studio work will emphasize creative and unconventional applications—altering functional circuits to perform in unexpected ways, making light and touch sensitive interface, and creating electronic environments. No prior experience is necessary.
Meets the following Core requirements: Create, Innovate & Experiment

IART 121: Advanced Circuitry for Electronic Arts (4 Credits)
This course will explore advanced topics in electronic circuitry and their application in the arts, with an emphasis on programming microcontrollers (Arduino). Students will learn to use sensors and actuators and develop creative projects throughout the semester. Class time will be distributed between two formats: learning electronics theory and concepts and studio time dedicated to the creation of new works.
Prerequisite(s): IART 120

IART 123: History of Intermedia and Electronic Art (3 Credits)
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 art historical context.
Note(s): Open to graduate students only.
Crosslisted with: . ARTS 143
IART 147: Video I (4 Credits)
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 discussion 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.
Meets the following Gen Ed requirements: Creation and Criticism in the Arts
Crosslisted with: ARTS 147, ARTS 247
IART 148: Video II (4 Credits)
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 discussion 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.
Prerequisite(s): IART 147
Note(s): If students have previous, comprehensive video production experience, the prerequisite of IART 147 Video I, can be waived with instructor’s permission. Limit 12 students.
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

IART 149: Advanced Video Programming (4 Credits)
This course introduces students to the graphical programming environment Jitter, which enables real-time video generation, 2D/3D vector graphics, image processing and the exchange of data with sound programs and control systems. For class projects students can develop performance works, installations, software tools, fixed-media video, or data visualizations.
Meets the following Core requirements: Create, Innovate & Experiment

IART 180: Special Topics in Intermedia A (0.25-1.25 Credits)

IART 191: Senior Seminar: Intermedia (3 Credits)
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 her portfolio for graduate school.
Prerequisite(s): IART 119 and IART 147
Note(s): Open to juniors and seniors only.

IART 192: Senior Portfolio and Exhibition (1 Credits)
This course is for senior intermedia arts majors only. It guides them in the preparation of their senior portfolio and art work to be presented in the Spring Intermedia Arts Senior Show. Submission of a senior portfolio and participation in the senior show are capstone requirements for all intermedia arts majors. Students will meet individually with their IART advisor, and occasionally as a group at times to be arranged during the semester.
Note(s): Senior IART majors Limit 15 students.
Instructor Consent Required: Y

IART 219: Electronic Arts (4 Credits)
This studio course is a broad investigation into ideas that cross disciplines, media and technology. Throughout the semester we will examine themes with examples in experimental film, video art, sound art, conceptual art and installations. Students will undertake projects using any tool of their choosing, whether it is a audio recorder, video projector, cell phone app, or a light bulb. Foregrounding ideas over tools, students are encouraged to explore media and techniques they have not used previously.

IART 220: Advanced Electronic Arts (4 Credits)
This is a hands-on studio course exploring the artistic possibilities of electronic circuitry. Everything will be made from scratch—from oscillators, mixers, to the amplifiers. Students will learn to design simple circuits, prototype on breadboards, solder and package their designs. While we will be covering the fundamental theories and analysis of electronic circuits, the studio work will emphasizes creative and unconventional applications—altering functional circuits to perform in unexpected ways, making light and touch sensitive interface, and creating electronic environments. No prior expe

IART 221: Advanced Circuitry for Electronic Arts (4 Credits)
This course will explore advanced topics in electronic circuitry and their application in the arts, with an emphasis on programming microcontrollers (Arduino). Students will learn to use sensors and actuators and develop creative projects throughout the semester. Class time will be distributed between two formats: learning electronics theory and concepts and studio time dedicated to the creation of new works.
Prerequisite(s): IART 147

IART 243: History of Intermedia and Electronic Art (4 Credits)
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 art historical context.
Note(s): Open to sophomores, juniors, seniors, and graduate students.
Crosslisted with: ARTS 143

IART 247: Video I (4 Credits)
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 discussion 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.
Prerequisite(s): IART 147
Note(s): Open to graduate students only.
Crosslisted with: ARTS 147, ARTS 247

IART 248: Video II (4 Credits)
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 discussion 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.
Prerequisite(s): IART 247
Note(s): Open to graduate students only.

IART 249: Advanced Video Programming (4 Credits)
This course introduces students to the graphical programming environment Jitter, which enables real-time video generation, 2D/3D vector graphics, image processing and the exchange of data with sound programs and control systems. For class projects students can develop performance works, installations, software tools, fixed-media video, or data visualizations.

IART 280: Special Topics in IART (1 Credits)
LET 069: Hispanic Cinema (3 Credits)
Structural and historical analysis of major exponents 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 concurrently provided and developed throughout the semester. Films in original language with English subtitles.

Note(s): Open to sophomores, juniors, seniors, and graduate students.
Meets the following Core requirements: International Perspectives
Meets the following Gen Ed requirements: Multicultural Perspectives

LET 070: THE BIBLE AS LITERATURE (0.25-1.25 Credits)

LET 080: Special Topics (0.25-1.25 Credits)

LET 101: Library Resources and Methods (2 Credits)
An introduction to information literacy and cross-disciplinary research practices. This course emphasizes critical engagement with information sources and technologies, including considerations of power, access, and justice. Over the course of the term, students will develop and apply information literacy skills that anchor and advance liberal arts education and lifelong learning.

LET 110: Introduction to Literary Criticism (3 Credits)
An introduction to the most important contemporary schools of literary criticism: New Criticism, Structuralism and Post-structuralism, Marxism, New Historicism, and Post-colonialism, and Psychoanalytic, Feminist, and Gender Criticism. Primary aim is to provide an understanding of the concepts and methodologies characteristic of each school, and to enable students to apply those theoretical approaches to their own reading and critical practice.

Prerequisite(s): ENG 001

LET 111: Women, Gender and Cultural Production in the Global South (3-4 Credits)
This course examines the intersections between race, class, gender, sexuality, power and resistance in the framing of cultural production from the global south. We will study the intellectual roots of woman-centered cultural systems and the relationship between culture, identity, and social change. Major topics include social justice theatre, the women of Negritude, South Asian women film directors and diaspora cinema, the role of documentaries in social critique, testimonial literature as subaltern history, border poetics, and feminist eco-criticism.

Note(s): Open to sophomores, juniors, seniors, and graduate students.
Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives

LET 112: ANCT MYTH:GREEK, ROMAN (0.25-1.25 Credits)

LET 114: Framing Violence in Popular Tales (3-4 Credits)
Short stories have been an important literary and cultural tradition in France since 1690. These stories are far from being mere fairy tales; they unveil the violence of the Early Modern period while revealing the horrors of social and domestic violence. This course has two goals: the first one is to present the nature, extent and causes of domestic, social, and every day violence in absolute and “despotic” regimes of the early modern times. The second one is to “read” violence and the emotions linked to it in popular tale narratives. Course can be taken for French credits.

Meets the following Core requirements: Critical Analysis, International Perspectives, Language Other than English

LET 115: African and Caribbean Literatures (3-4 Credits)
A study of oral traditions, prison writing, testimonial literature, de-colonial resistance, colonial education and de-colonial pedagogy, woman-centered traditions and rituals, women and war, as expressed in selected African and Caribbean texts.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

LET 128: Reading Otherness in the French Enlightenment (3-4 Credits)
This course will focus on the perception and construction of gendered, racialized, and sexualized Otherness in the political and philosophical discourses of the seventeenth and eighteenth centuries. In addition to reading canonical Enlightenment philosophers, we will also examine how the movement manifests itself in less philosophical forms. Perspectives include political philosophy, cultural anthropology, race theory, feminism, and the philosophy of education. Course taught in English, French originals, and additional discussions in French will be available for French speaking students.

Meets the following Core requirements: Critical Analysis, International Perspectives

LET 129: Introduction to the History of Emotions in Early Modern Europe. (3-4 Credits)
This course has two main goals: First it will present emotions as cultural and social practices that change over time. Students will start by studying emotions in their European historical context. Then they will learn how the history of emotions has framed the colonial gaze and Europe’s ‘emotional’ categorizations of Otherness. Students will be presented with texts describing the emotional experiences of Westerns when faced with the “Other”. Fear, angry polemic, eager curiosity, a whole emotional rhetoric depicting the “Other” shaped writings on these encounters.

Meets the following Core requirements: Critical Analysis, International Perspectives
LET 131: Cultures and Identities in the Americas and the Caribbean (3-4 Credits)
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.
Note(s): Check course schedule for availability. Consent of instructor needed for first-year students. Limit 20 students. Open to sophomores, juniors, seniors, and graduate students.
Meets the following Core requirements: International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives

LET 142: French and Francophone Women Writers (3-4 Credits)
A study of major French and Francophone fictional and theoretical texts. 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'écriture féminine and literature.
Note(s): Open to undergraduates only.
Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

LET 149: Post-Colonial Conditions: Contemporary Women's Writings from Africa (3-4 Credits)
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), and Calixthe Beyala (Cameroon/France). Issues include women's education, women and nation building, female sexuality, spirituality, exile and expatriate writing, indigenous African feminisms, and changing gender roles. Students will also be introduced to post-colonial theory.
Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

LET 150: Gender, Diaspora and Social Issues in Indian Women's Literature and Cinema (3-4 Credits)
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.”
Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

LET 155: Reading War in Post-Colonial Literature from Africa and the Middle East (3 Credits)
This course will focus on representations of war in post-colonial novels from Nigeria, Algeria, Rwanda, Somalia, Lebanon, and Iraq. We will explore the historical contexts of war in literature, creative resistance to military and political oppression, the link between trauma and memory, women's efforts to “wage peace,” and war and sexuality in novels by Assia Djebar, Nuruddin Farah, Buchi Emecheta, Hanan Al-Shaykh, Nuha Al-Radi, and Boris Diop, among others.
Note(s): Open to sophomores, juniors, seniors, and graduate students.

LET 157: THE 18TH CENTURY NOVEL (0.25-1.25 Credits)

LET 160: THE 19TH C FRENCH NOVEL (0.25-1.25 Credits)

LET 161: Latin American Women Writers in Translation (3 Credits)
A study of major autobiographical and fictional texts written by Latin American women in the 19th and 20th centuries. Focuses on issues of identities, transatlantic networks and transnational feminism. Critical readings will include recent theoretical approaches to literature by women in Latin America.
Meets the following Core requirements: International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

LET 162: U.S. Latino Literature and Culture (3 Credits)
A study of U.S. Latino literature and culture with special emphasis on the 20th century. Works by Chicano, Puerto Rican, Mexican, Cuban, Dominican, and other authors writing in the U.S. will be analyzed. By examining works of fiction, poetry, theater, and popular culture, attention will be given to gender, class, and ethnicity in the representations of the experience of U.S. Latinos. The course will introduce critical concepts for the study of Latino/a literature and culture.
Note(s): Offered fall or spring. Check course schedule for availability. Limit 20 students.
Meets the following Core requirements: Race, Gender & Power

LET 166: National Literatures of Latin America (3 Credits)
The literary expression of a particular region through a variety of authors, genres, and periods, concentrating on literary accounts of historical events, sociopolitical developments, and the phenomena of mass media and transculturation since the 1930's. Areas of study include the Caribbean (Cuba and Puerto Rico), Mexico, and the Cono Sur (Uruguay, Argentina, and Chile).
Note(s): Offered fall or spring. Check course schedule for availability. Limit 20 students.
Meets the following Core requirements: International Perspectives
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives

LET 168: Women in Cinema: Latin America, Spain and U.S. Latinas (3 Credits)
Analysis and discussion of films about women and gender issues in the cinema of Latin America, Spain and U.S. Latinas. 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 resistance and critical opposition.
Note(s): Offered fall or spring. Check course schedule for availability. Limit 20 students.
Meets the following Core requirements: International Perspectives
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender
LET 169: Hispanic Cinema (3 Credits)
Structural and historical analysis of major exponents 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 concurrently provided and developed throughout the semester. Films in original language with English subtitles.
Note(s): Open to sophomores, juniors, seniors, and graduate students.
Meets the following Core requirements: International Perspectives
Meets the following Gen Ed requirements: Multicultural Perspectives

LET 170: Business French and Cultural Praxis (0.25-1.25 Credits)
This course examines the key features of business practice, business etiquette, the business environment and business people in France. The French business culture is presented in the context of political, economical, sociological, historical and legal influences, and it is compared to two North African countries: Morocco and Algeria as well as to the business culture praxis in the USA. This course is especially designed for business students, international studies students and students who want to get an experience of working in a French speaking environment.
Note(s): Open to sophomores, juniors, seniors, and graduate students.
Meets the following Core requirements: Critical Analysis, International Perspectives, Language Other than English
Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives

LET 171: Fantastical Writings: 20th-Century Latin American and U.S. Latino(a) Fiction (3 Credits)
The focus emphasizes short narrative texts which designate "uncanny," "abnormal," and/or "extraordinary" experiences as a challenge to some of the fundamental assumptions underpinning realist fiction, and as a way to engage in critical consideration of philosophical, literary, and other humanistic 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.
Note(s): Open to sophomores, juniors, seniors, and graduate students.
Meets the following Core requirements: International Perspectives

LET 180: Special Topics in Literature (3 Credits)
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.

LET 183: Advanced Seminar in Literature (3 Credits)
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.

LET 191: Senior Thesis (4 Credits)
An independent research project that focuses on a topic selected in consultation with the major advisor.
Note(s): Open to undergraduates only. Open to juniors and seniors only.
Meets the following Core requirements: International Perspectives, Race, Gender & Power, Written and Oral Communication II

LET 211: Women, Gender and Cultural Production in the Global South (3-4 Credits)
This course examines the intersections between race, class, gender, sexuality, power and resistance in the framing of cultural production from the global south. We will study the intellectual roots of woman-centered cultural systems and the relationship between culture, identity, and social change. Major topics include social justice theatre, the women of Negritude, South Asian women film directors and diaspora cinema, the role of documentaries in social critique, testimonial literature as subaltern history, border poetics, and feminist eco-criticism.
Note(s): Open to sophomores, juniors, seniors, and graduate students.

LET 212: ANCT MYTH:GREEK, ROMAN (0.25-1.25 Credits)

LET 215: African and Caribbean Literatures (3-4 Credits)
A study of oral traditions, prison writing, testimonial literature, de-colonial resistance, colonial education and de-colonial pedagogy, woman-centered traditions and rituals, women and war, as expressed in selected African and Caribbean texts.
Note(s): Open to sophomores, juniors, seniors, and graduate students.

LET 225: THE ROMANTIC REVOLUTION (0.25-1.25 Credits)

LET 231: Cultures and Identities in the Americas and the Caribbean (4 Credits)
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, the Caribbean and Hispanic communities in the United States. Theoretical grounding for the analysis of cultural production will also be provided.
Note(s): Check course schedule for availability. Consent of instructor needed for first-year students. Limit 20 students.

LET 242: French and Francophone Women Writers (3-4 Credits)
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'écriture feminine.
Note(s): Open to sophomores, juniors, seniors, and graduate students.

LET 249: Post-Colonial Conditions: Contemporary Women’s Writings from Africa (3-4 Credits)
Exploration of contemporary social issues in Africa through the work of contemporary women writers from Francophone and Anglophone traditions, including Ken Bugul (Senegal), Floura Nwapa (Nigeria), Ama Ata Aidoo (Ghana), Nawal El Saadawi (Egypt), Bessie Head (Botswana), Farida Karodia (South Africa), and Calixthe Beyala (Cameroon/France). Issues include women’s education, women and nation building, female sexuality, spirituality, exile and expatriate writing, indigenous African feminisms, and changing gender roles. Students will also be introduced to post-colonial theory.
Note(s): Open to sophomores, juniors, seniors, and graduate students.
LET 255: Reading War in Post-Colonial Literature from Africa and the Middle East (4 Credits)
This course will focus on representations of war in post-colonial novels from Nigeria, Algeria, Rwanda, Somalia, Lebanon, and Iraq. We will explore the historical contexts of war in literature, creative resistance to military and political oppression, the link between trauma and memory, women's efforts to "wage peace," and war and sexuality in novels by Assia Djebar, Nuruddin Farah, Buchi Emecheta, Hanan Al-Shaykh, Nuha Al-Radi, and Boris Diop, among others.

Notes: Open to graduate students only. Open to sophomores, juniors, seniors, and graduate students.

LET 261: Latin American Women Writers in Translation (4 Credits)
A study of major autobiographical and fictional texts written by Latin American women in the 19th and 20th centuries. Focuses on issues of identities, transatlantic networks and transnational feminism. Critical readings will include recent theoretical approaches to literature by women in Latin America.

LET 262: U.S. Latino Literature and Culture (4 Credits)
A study of U.S. Latino literature and culture with special emphasis on the 20th century. Works by Chicano, Puerto Rican, Mexican, Cuban, Dominican, and other authors writing in the U.S. will be analyzed. By examining works of fiction, poetry, theater, and popular culture, attention will be given to gender, class, and ethnicity in the representations of the experience of U.S. Latinos. The course will introduce critical concepts for the study of Latino/a literature and culture.

Notes: Offered fall or spring. Check course schedule for availability. Limit 20 students.

LET 266: National Literatures of Latin America (4 Credits)
The literary expression of a particular region through a variety of authors, genres, and periods, concentrating on literary accounts of historical events, sociopolitical developments, and the phenomena of mass media and transculturation since the 1930’s. Areas of study include the Caribbean (Cuba and Puerto Rico), Mexico, and the Cono Sur (Uruguay, Argentina, and Chile).

Notes: Offered fall or spring. Check course schedule for availability. Limit 20 students.

LET 268: Women in Cinema: Latin America, Spain and U.S. Latinas (4 Credits)
Analysis and discussion of films about women and gender issues in the cinema of Latin America, Spain and U.S. Latinas. 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 resistance and critical opposition.

Notes: Offered fall or spring. Check course schedule for availability. Limit 20 students.

LET 269: Hispanic Cinema (3 Credits)
Structural and historical analysis of major exponents 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 concurrently provided and developed throughout the semester. Films in original language with English subtitles.

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

LET 271: Fantastical Writings: 20th-Century Latin American and U.S. Latino(a) Fiction (4 Credits)
The focus emphasizes short narrative texts which designate "uncanny," "abnormal," and/or "extraordinary" experiences as a challenge to some of the fundamental assumptions underpinning realistic fiction, and as a way to engage in critical consideration of philosophical, literary, and other humanistic 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.

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

LET 299: Thesis in Progress (0 Credits)
MATHEMATICS (MATH)

MATH 001: Introduction to Mathematics (4 Credits)
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.
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 003 or MATH 004. Those taking MATH 001 in preparation for MATH 004 must enroll concurrently in MATH 003L. Also suitable for candidates for teaching credentials. Limit 30 students.

Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

MATH 003L: Intro to Mathematics Workshop (0 Credits)
MATH 003: Pre-Calculus (3 Credits)
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.
Note(s): Concurrently, students must enroll in a pre-calculus lab, MATH 003L, designed to strengthen their algebraic skills. Limit 30 students.

Meets the following Core requirements: Quantitative Literacy
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

MATH 003L: Pre-Calculus Workshop (2 Credits)
MATH 004: Discrete Mathematics I (4 Credits)
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 the Halting Problem.
Note(s): Prerequisites: Strong background in high school mathematics and consent of instructor, or MATH 001 or MATH 003 and their associate workshop MATH 003L. Limit 25 students.

Meets the following Core requirements: Quantitative Literacy
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

MATH 003L: Discrete Mathematics Workshop (2 Credits)
MATH 006: Discrete Mathematics II (4 Credits)
This course is a continuation of Discrete Mathematics I. Topics are selected from: functions, counting methods, probability, statistics, recursion, recurrence relations, graph theory, matrices, regular expressions, finite state automata, grammars, and languages.
Prerequisite(s): MATH 004
Note(s): Prerequisite of MATH 004 may be waived with instructor consent. Limit 25 students.

Meets the following Core requirements: Quantitative Literacy
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

MATH 007: Calculus I (3 Credits)
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.
Note(s): Concurrently with MATH 047, students must enroll in a calculus workshop, MATH 047L. Prerequisite: MATH 003 or high school equivalent. Limit 25 students.

Meets the following Core requirements: Quantitative Literacy
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

MATH 047L: Calculus I Workshop (2 Credits)
MATH 047LX: Calculus I Lab (0 Credits)
MATH 048: Calculus II (3 Credits)
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.
Prerequisite(s): MATH 047
Note(s): Students must enroll in a calculus workshop MATH 048L Limit 25 students.

Meets the following Core requirements: Quantitative Literacy
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

MATH 048L: Calculus II Workshop (2 Credits)
MATH 048LX: Calculus II Lab (0 Credits)
MATH 049: Multivariable Calculus (4 Credits)
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.
Prerequisite(s): MATH 048
Note(s): Prerequisites of MATH 047 and MATH 048 may be waived by instructor consent. Limit 25 students.

Meets the following Core requirements: Quantitative Literacy
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning

MATH 050: Linear Algebra (4 Credits)
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.
Prerequisite(s): MATH 047 and MATH 048
Note(s): Prerequisites of MATH 047 and MATH 048 may be waived by instructor consent. Limit 25 students.

Meets the following Core requirements: Quantitative Literacy
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning
MATH 080: Topics in Mathematics (0.25-1.25 Credits)

MATH 102: Probability and Statistics (4 Credits)
An introduction to the concepts and applications of probability and
statistics, with a strong foundation in theory as well as practice,
including the possible use of technology. Topics include fundamentals
of probability, random variables, distributions, expected values, special
distributions, sampling, tests of significance, statistical inference,
regression, and correlation.
Prerequisite(s): MATH 047 and MATH 048
Note(s): The prerequisite of MATH 048 may be taken concurrently, at
the discretion of the instructor.
Meets the following Gen Ed requirements: Quantitative and
Computational Reasoning

MATH 104: Differential Equations (4 Credits)
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.
Prerequisite(s): MATH 050 and MATH 048
Meets the following Gen Ed requirements: Quantitative and
Computational Reasoning

MATH 108: Mathematical Modeling (4 Credits)
A mathematical model is a description of a real-world system using
mathematical concepts and language. This course is an introduction to
the basics of mathematical modeling emphasizing model construction,
analysis and application. Using examples from a variety of fields such
as physics, biology, chemistry, economics, and sociology, students
will learn how to develop and use mathematical models of real-world
systems.
Prerequisite(s): MATH 048 and MATH 050

MATH 127: Linear Optimization (4 Credits)
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, and duality theory.
Prerequisite(s): MATH 004 or MATH 047 or ECON 081
Note(s): Concurrent workshop required. Prerequisite of MATH 004 or
MATH 047 or ECON 081 may be waived by instructor.
Meets the following Gen Ed requirements: Quantitative and
Computational Reasoning
Crosslisted with: CS 127

MATH 128: Theory of Computation (4 Credits)
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.
Prerequisite(s): MATH 006 or MATH 048
Note(s): Concurrent workshop required. Prerequisite of MATH 006 or
MATH 048 may be waived by the instructor.
Meets the following Gen Ed requirements: Quantitative and
Computational Reasoning
Crosslisted with: CS 128

MATH 131: Introduction to Abstract Algebra (4 Credits)
This course introduces mathematical proof techniques in the context
of Abstract Algebra. Set theory, logic, equivalence relations, and proof
techniques are interwoven with basic number theory and modular
congruence in the integers and in polynomial rings. Other topics
include 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; and ideals and quotient rings. Basic group theory is
included as time permits.
Prerequisite(s): MATH 048
Note(s): The instructor may waive the prerequisites for exceptional
students. Limit 25 students.

MATH 132: Topics in Algebra (4 Credits)
This course goes deeper into the study of Abstract Algebra. Topics vary
from group theory (homomorphisms and isomorphisms, Lagrange's
Theorem, normality, quotients, fundamental isomorphism theorems,
symmetric groups, direct products, classification of finite abelian
groups) to basic commutative algebra (integral domains, Euclidean
domains, principal ideal domains, unique factorization domains,
factorization of quadratic integers, and the field of fractions of an
integral domain) to Galois theory. Additional topics as time and interest
permits.
Prerequisite(s): MATH 131
Note(s): Open to sophomores, juniors, seniors, and graduate students.

MATH 141: Real Analysis I (4 Credits)
The Real Analysis sequence is a rigorous presentation of the basic
concepts of real analysis, including 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.
Prerequisite(s): MATH 048 and MATH 131

MATH 142: Real Analysis II (4 Credits)
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.
Prerequisite(s): MATH 141

MATH 154: Foundations of Geometry (4 Credits)
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.
Prerequisite(s): MATH 050
Note(s): Prerequisite of MATH 050 may be waived with instructor
consent. Limit 25 students. Open to sophomores, juniors, seniors, and
graduate students.

MATH 158: Topics in Topology (1-3 Credits)
This course provides an introduction to the area of mathematics
that studies geometric properties unaffected by continuous
deformation. Topics may vary among point-set topology, metric
spaces, compactness, surfaces, the Fundamental Group, simplicial
homology, computational topology, and topological data analysis.
MATH 160: Complex Analysis (4 Credits)
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; and conformal mapping.
Prerequisite(s): MATH 141
Note(s): Open to sophomores, juniors, and seniors only.

MATH 179: Directed Research (0.25-1 Credits)

MATH 180: Topics in Mathematics (4 Credits)
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 and foundations of mathematics, number theory, representation theory, and topology.
Prerequisite(s): MATH 047 and MATH 048
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning
MUS 001: Exploring Music: Performance, Creation, and Cultural Practice (3 Credits)
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 spontaneous creation, and as historical artifact and 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.

Note(s): Open to undergraduates only. Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 003: Musicianship I–IV (2 Credits)
Musicianship I–IV provides practical training in basic musical skills including: reading music notation; understanding elementary music theory; performing sight-singing, melodic, rhythmic, and harmonic dictation; and basic keyboard skills.

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.

MUS 005: Diatonic Harmony and Counterpoint I (4 Credits)
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.

Meets the following Core requirements: Create, Innovate & Experiment

Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 006: Diatonic Harmony and Counterpoint II (4 Credits)
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 I–IV. Designed for music majors and non-majors who have a working knowledge of musical notation.

Prerequisite(s): MUS 005

Note(s): Equivalent of MUS 005 or consent of instructor. Limit 18 students.

Meets the following Core requirements: Create, Innovate & Experiment

Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 007: Individual Instruction - Instrumental (1 Credits)
Private lessons in the performance of musical instruments. Lessons are not covered by tuition and must be arranged in person through the Music Department’s administrative assistant prior to the first day of classes. Students may audition for lesson scholarships which must be applied for through the Music Department’s administrative assistant prior to the first day of classes.

Note(s): See individual lesson instructors in faculty roster. Open to undergraduates only.

MUS 007A: INDIV INSTRUM INST-CELLO (0.25 Credits)
MUS 007AA: Indiv Instr Instruction: Bass (0.25 Credits)
MUS 007B: INDIV INSTR INST-CLARINET (0.25 Credits)
MUS 007BB: Indiv Instruct Instr-Sitar (0.25 Credits)
MUS 007C: Indiv Instr Instruction: Flute (0.25 Credits)
MUS 007D: INDIV INSTRUM INST-HARP (0.25 Credits)
MUS 007E: INDIV INSTRUM INST-OBOE (0.25 Credits)
MUS 007F: INDIV INSTRUM INST-ORGAN (0.25 Credits)
MUS 007G: Indiv Instr Instruction: Piano (1 Credits)
MUS 007H: INDIV INSTR INST-RECORDER (0.25 Credits)
MUS 007I: INDIV INSTR INST-VIOLIN (1 Credits)
MUS 007J: INDIV INSTR INST-VIOLA (0.25 Credits)
MUS 007K: INDIV INST-CLAVICHORD (0.25 Credits)
MUS 007L: Indiv Instrum Instr: Saxophone (1 Credits)
MUS 007M: INDIV INST-HARPSCHELL (0.25 Credits)
MUS 007N: INDIV INSTR-BASSOON (0.25 Credits)
MUS 007O: INDIV INST-TRUMPET (0.25 Credits)
MUS 007P: INDIV INSTR PERCUSSION (1 Credits)
MUS 007Q: Indiv Instr Instruction:Guitar (0.25 Credits)
MUS 007R: Indiv Instruction:Composition (0.25 Credits)
MUS 007S: INDIV INSTRUM-GAMELAN (0.25 Credits)
MUS 007T: INDIV INSTR-DOUBLE BASS (0.25 Credits)
MUS 007U: Indiv Intrum Instr:French Horn (0.25 Credits)
MUS 007V: INDIV INST-TROMBONE (0.25 Credits)
MUS 007X: Indiv Instrum Instr: Elec Bass (1 Credits)
MUS 007Y: Indiv Instrum Instr: Mandolin (0.25 Credits)
MUS 007Z: INDIV INST PERF & COMP BANJO (0.25 Credits)

MUS 009: Individual Instruction - Voice (1 Credits)
Private lessons in vocal performance. Lessons are not covered by tuition and must be arranged in person through the Music Department’s administrative assistant prior to the first day of classes. Students may audition for lesson scholarships which must be applied for through the Music Department’s administrative assistant prior to the first day of classes.

Note(s): See individual lesson instructors in faculty roster. Open to undergraduates only.
MUS 009CC: Individ Instr Perf Voice (1 Credits)

MUS 014: Musics of the World: Southeast Asia, Korea and Japan (3 Credits)
A survey of music from a variety of the world's cultures provide 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. This course focuses on music from Indonesia, the Philippines, Vietnam, China, Korea, and Japan. Lecture-demonstrations by performers of traditional and contemporary music from these countries will offer examples of the preservation and evolution of diverse musical styles.

Meets the following Core requirements: Critical Analysis, International Perspectives

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives

MUS 015: Musics of the World: Africa, the Mediterranean, and the Americas (3 Credits)
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.

Meets the following Core requirements: Critical Analysis, International Perspectives

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives

MUS 016: Women, Gender, and Musical Creativity (3 Credits)
Studies in the contributions of women composers and performers to music across space and time, including critical consideration of the intersections of gender and creativity. This course involves listening, reading, lectures and discussion, and draws on historical and critical perspectives to examine the creative lives of musicians ranging from 12th-century visionary, and composer Hildegard von Bingen, romantic pianist-composer Clara Wieck Schumann, and avant-garde teacher Nadia Boulanger, to the iconic Indian playback singer Lata Mangeshkar, and legendary Egyptian singer Umm Kulthum.

Notes: Graduate Students should seek instructor approval Limit 25 students. Open to undergraduates only.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power, Written and Oral Communication II

Meets the following Gen Ed requirements: Creative, Critical, and Cultural Perspectives, Women and Gender

MUS 020: American Music (3 Credits)
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. Music majors are required to write an extensive musical analysis, while non-music majors can focus instead on the literary, historical, and sociological aspects of the music under discussion.

Meets the following Core requirements: Create, Innovate & Experiment, Written and Oral Communication II

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives, Written Communication

MUS 025: Mills College Choir (1 Credits)
The Mills College Choir is a non-audition vocal ensemble that performs a great variety of literature for women's voices from the Renaissance to the 21st century. Its members represent a wide range of academic disciplines from across the campus. Our goal is to create a supportive community working toward a common artistic goal and striving for excellence not only as individuals, but also as a group. The ability to read music is not required, and we do not hold auditions. However, you must be able to carry a tune and sing in the range of alto or soprano.

Instructor Consent Required: Y

MUS 026: Music Improvisation Ensemble I (1 Credits)
MIE is an instrumental/vocal ensemble devoted to intensive work on non-idiomatic (and pan-idiomatic) improvisation. Some basic instrumental or vocal experience is required. The focus of the course is on careful listening, sensitivity to the moment, creating an atmosphere of mutual respect, and developing a vocabulary which allows players to compose spontaneously with others.

Notes: Acceptance into the course is determined by an informal audition that takes place during the first session of the semester. The purpose of the audition is to assess your level of technical ability and experience of playing with others. Graduates admitted with the consent of the instructor(s). Limit 15 students. Open to undergraduates only.

Instructor Consent Required: Y

MUS 027: Contemporary Performance Ensemble (1 Credits)
This ensemble is dedicated to the study and performance of contemporary music from a wide range of perspectives, including both established "classics" and selected new works written by student composers especially for the group. All instruments and voices are welcome. Auditions for new members of the ensemble are held during the first session of each semester.

Notes: Open to undergraduates only.

Instructor Consent Required: Y

MUS 027E: ADVANCED VOCAL ENSEMBLE (0.25-0.5 Credits)

MUS 028: Gamelan Ensemble (1-2 Credits)
The performance practice and theory of Javanese gamelan music are studied through playing and composing 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.

MUS 029: Haitian Drumming (1 Credits)
Renowned master of Haitian drumming Daniel Brevit has worked to foster an understanding of Haiti, its traditions, and its distinct cultural expressions. Students will study basic patterns of the traditional rhythms and songs from Port Au Prince (Haiti) and small creole dialog. This course will also provide students with an introduction to the culture and history of Haiti.

MUS 030: Vocal Jazz Improvisation Ensemble (1 Credits)
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 jazz tunes. Voice technique, ensemble blend and balance; and jazz rhythms, song forms, and scat singing are also integral to this work which often yields greater personal and creative freedom. Concludes in an evening class performance.
MUS 031: Performance Collective (1 Credits)
Performance Collective is devoted to the practice and performance of vocal and instrumental chamber music from the Baroque era to the 21st century. Through participation in weekly master classes students enhance chamber music skills, develop interpretations of a variety of musical styles and periods, and prepare and perform concerts held in Mills Hall and Littlefield Concert Hall. Students form a true collective by performing practical tasks of a concert as well as their chosen repertoire. Prerequisite: At least one year of private instruction. Entrance determined by informal audition.

Note(s): Entry to the course is determined by informal audition.

MUS 032: Early Music Vocal Ensemble-Beginning (1 Credits)
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.

Note(s): Open to undergraduates only.

MUS 033: Early Music Vocal Ensemble (1 Credits)
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 sight reading skills.

Note(s): Open to undergraduates only.

MUS 034: Early Music Instrumental Ensemble (1 Credits)
The Mills Early Music Instrumental Ensemble explores the fascinating and gorgeous repertoires of the Medieval, Renaissance, and the Baroque periods. All instruments are welcome, modern or early. No prior experience in early music is required, just a sense of musical adventure! This class will include some basic improvisation exercises as well as ensemble techniques, stylistic differences in the various eras and countries, ornamentation and divisions, musicianship, and more, all of which will apply directly to the music we’ll work on for a short performance. Students must be able to read music.

MUS 035: Early Music Ensemble-Baroque (1 Credits)
This class explores the music of the 17th and 18th centuries for mixed ensembles of instruments and voices. All instrumentalists and singers are welcome. The department has harpsichords for keyboard players who wish to gain experience playing figured bass. The course will culminate in a lunchtime concert. Participation in the Baroque Ensemble will develop skills in rhythm, sight-reading, intonation, ensemble playing, and ornamentation.

MUS 040: The Technique and Mystery of Singing (2 Credits)
The Technique and Mystery of Singing introduces and reinforces the foundational techniques of singing, tone production, musicianship, and interpretation. This class is designed to explore and develop the singing voice in each student while covering the basic elements of vocal technique, including analysis of individual problems and corrective solutions.

Note(s): Open to undergraduates only.

MUS 043: Mills College Percussion Group (1 Credits)
This ensemble performs music based on percussion that sometimes includes other instruments, from a tradition started at Mills College in the 1930s by composers Lou Harrison, Henry Cowell, and John Cage. It performs both classic works from the 20th century, and new pieces written especially for the group.

Note(s): Students must be able to read music proficiently. Limit 12 students. Open to undergraduates only.

Instructor Consent Required: Y

MUS 047: Introduction to Electronic Music (4 Credits)
Introduction to the techniques and theory of electronic music 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.

Note(s): Open to non-majors. No previous music experience is required. Limit 17 students.

Meets the following Core requirements: Create, Innovate & Experiment

Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 048: Introduction to Computer Music (4 Credits)
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.

Note(s): No previous music or computer experience is required. Limit 20 students.

Meets the following Core requirements: Create, Innovate & Experiment

Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 056: Musical Form: Listening and Analysis (4 Credits)
An introduction to the analysis of Western classical music forms such as binary, rondo, minuet and trio, and sonata form, involving further study of tonal and chromatic harmony. Repertory is drawn from major orchestral, keyboard, chamber, and vocal works of the 18th and 19th centuries. Studies involve aural and written analyses of key elements of musical form, including structure, style, texture, scoring, modulation, rhythm, melody, and harmony.

Prerequisite(s): MUS 006

Note(s): Students who have not taken MUS 006 but who have prior training in the theory and practice of music are encouraged to contact the professor to discuss whether this is the right course for them. The course is open to non-majors who have sufficient musical training. Limit 15 students.

Meets the following Core requirements: Create, Innovate & Experiment

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives
MUS 057: Individual Instruction - Instrumental (1 Credits)
Lessons are not covered by tuition and must be arranged in person through the Music Department's administrative assistant prior to the first day of classes. Students may audition for lesson scholarships which must be applied for through the Music Department's administrative assistant prior to the first day of classes.

Note(s): See individual lesson instructors in faculty roster.

MUS 057A: INDIV INSTRUM-CELLO (0.25-1.25 Credits)
MUS 057AA: Indiv Inst Instruction: Bass (0.25 Credits)
MUS 057B: INDIV INSTRUM INST-CLARINET (0.25 Credits)
MUS 057C: Indiv Instrn Instruction: Flute (0.25-0.5 Credits)
MUS 057F: Indiv Inst Instr: Organ (0.25-0.5 Credits)
MUS 057G: Indiv Instrn Instruction: Piano (1 Credits)
MUS 057I: INDIV INSTRUN INST-VIOLIN (1 Credits)
MUS 057J: INDIV INST PERF & COMP-VIOLA (0.25-0.5 Credits)
MUS 057K: Indiv Instn Instr: Saxophone (0.25 Credits)
MUS 057O: INDIV INSTRUM INST-TRUMPET (1 Credits)
MUS 057P: Indiv Inst Instr: Percussion (0.25-0.5 Credits)
MUS 057Q: INDIV INSTRUM INST - GUITAR (0.25-0.5 Credits)
MUS 057R: INDIV INSTRUM INST - COMPOSITI (0.25-0.5 Credits)
MUS 057U: Indiv Intrum Instr:French Horn (0.25 Credits)
MUS 057W: Indiv Intrum Instr: Banjo (0.25-0.5 Credits)
MUS 057X: Indiv Intrum Instr: Elec Bass (0.25-0.5 Credits)
MUS 057Y: Indiv Intrum Instr: Mandolin (0.25-0.5 Credits)
MUS 057G: Indiv Instruct in Performance (1 Credits)
MUS 057V: Indiv Instr:Viola Da Gamba (0.25-0.5 Credits)
MUS 059: Individual Instruction - Voice (1 Credits)
Lessons are not covered by tuition and must be arranged in person through the Music Department's administrative assistant prior to the first day of classes. Students may audition for lesson scholarships which must be applied for through the Music Department's administrative assistant prior to the first day of classes.

Note(s): See individual lesson instructors in faculty roster.

MUS 059CC: Indiv Instction in Voice (1 Credits)

MUS 070: African American Music: The Meaning and the Message (3 Credits)
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.

Meets the following Gen Ed requirements: Creation and Criticism in the Arts. Multicultural Perspectives

MUS 101: 20th-Century Styles and Techniques I: 1900–1945 (3 Credits)
This course focuses on developments in 20th-century music from the turn of the century to the Second World War and ends with a survey of musical developments after 1945. It examines the history of 20th-century music within its cultural and intellectual context, focusing on a broad range of repertories from the "mainstream" to experimental traditions and the avant-garde. The course also explores interactions between 20th-century Western "art music," popular music, and music from other cultures.

Meets the following Core requirements: Create, Innovate & Experiment

Meets the following Gen Ed requirements: Creation and Criticism in the Arts. Historical Perspectives

MUS 102: Experimental Music: From 1952 to the Present (3 Credits)
This course focuses on major developments in Experimental Music in the 20th and 21st centuries. Beginning with John Cage’s notorious "silent" piece, 4’33", it extends the traditional definition of experimentalism to a musical movement that is global, multiethnic, and stylistically heterogeneous and includes music by Björk, the Art Ensemble of Chicago, Yoko Ono, Julius Eastman, Sonic Youth, Pauline Oliveros, Laurie Anderson. José Maceda, Halim El-Dabh, and many others.

Meets the following Core requirements: Create, Innovate & Experiment

Meets the following Gen Ed requirements: Creation and Criticism in the Arts. Historical Perspectives

MUS 107: Individual Instruction - Instrumental and Composition (1-2 Credits)
Private lessons in the performance of musical instruments. Lessons are not covered by tuition and must be arranged in person through the Music Department’s administrative assistant prior to the first day of classes. Students may audition for lesson scholarships which must be applied for through the Music Department’s administrative assistant prior to the first day of classes.

Note(s): See individual lesson instructors in faculty roster. Open to undergraduates only.
MUS 107A: Indiv Instruction: Cello (0.25-0.5 Credits)
MUS 107AA: Indiv Inst Instruction: Bass (0.25 Credits)
MUS 107B: Individ Instn Cl-Clarinet (0.25-0.5 Credits)
MUS 107BB: Indiv Instruct Instr-Sitar (0.25-0.5 Credits)
MUS 107C: INDIV INSTRUM INST-FLUTE (0.25-0.5 Credits)
MUS 107D: Ind Instr Instruction: Harp (0.25-0.5 Credits)
MUS 107E: INDIV INSTRUM INST - OBOE (1-2 Credits)
MUS 107F: Indn Instruct: Harpsichord (0.25-0.5 Credits)
MUS 107G: Indiv Instruct Instruction: Piano (1-2 Credits)
MUS 107H: INDIV INSTRUM INST-VIOLIN (1-2 Credits)
MUS 107J: INDIV INSTRUM INST - VIOLA (1-2 Credits)
MUS 107K: Indiv Instn Instr: Saxophone (1-2 Credits)
MUS 107M: Indiv Instrn Inst: Harpsichord (0.25-0.5 Credits)
MUS 107O: Individ Instn Inst-Clarinet (0.25-0.5 Credits)
MUS 107P: INDIV INST PERF - PERCUSSION (1-2 Credits)
MUS 107Q: INDIV INSTGUITAR (0.25-0.5 Credits)
MUS 107R: INDIV INSTRUM INST - COMPOSITI (1-2 Credits)
MUS 107S: Indiv Instn Instr: Gamelan (1-2 Credits)
MUS 107T: INDIV INST PERF - DOUBLE BASS (1-2 Credits)
MUS 107V: Indiv Instn Instr: Trombone (0.25-0.5 Credits)
MUS 107X: Indiv Instn Instr: Elec Bass (0.25-0.5 Credits)
MUS 107Y: Indiv Instn Instr: Mandolin (0.25-0.5 Credits)
MUS 107Z: Indiv Instn Instr: Banjo (0.25-0.5 Credits)
MUS 109: Individual Instruction - Voice (1-2 Credits)

Private lessons in vocal performance. Lessons are not covered by tuition and must be arranged in person through the Music Department’s administrative assistant prior to the first day of classes. Students may audition for lesson scholarships which must be applied for through the Music Department’s administrative assistant prior to the first day of classes.

Note(s): See individual lesson instructors in faculty roster. Open to undergraduates only.

MUS 109CC: Individ Instr Voice (1-2 Credits)

MUS 111: Improvisation Workshop (4 Credits)

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.

Instructor Consent Required: Y

MUS 113: Intermedia Collaborations (3 Credits)

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 website linked with the existing Bay Area Women in Creative Music website.

MUS 114: Musics of the World: Southeast Asia, Korea and Japan (3 Credits)

A survey of music from a variety of the world’s cultures provide 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. This course focuses on musics from Indonesia, the Philippines, Vietnam, China, Korea, and Japan. Lecture-demonstrations by performers of traditional and contemporary music from these countries will offer examples of the preservation and evolution of diverse musical styles.

Meets the following Core requirements: Critical Analysis, International Perspectives

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives

MUS 116: Women, Gender, and Musical Creativity (3 Credits)

Studies in the contributions of women composers and performers to music across space and time, including critical consideration of the intersections of gender and creativity. This course involves listening, reading, lectures and discussion, and draws on historical and critical perspectives to examine the creative lives of musicians ranging from 12th-century visionary, and composer Hildegard von Bingen, romantic pianist-composer Clara Wieck Schumann, and avant-garde teacher Nadia Boulanger, to the iconic Indian playback singer Lata Mangeshkar, and legendary Egyptian singer Umm Kulthum.

Note(s): Graduate Students should seek instructor approval Limit 25 students. Open to undergraduates only.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power, Written and Oral Communication II

Meets the following Gen Ed requirements: Historical Perspectives, Women and Gender

MUS 117: Studies in European Music and Culture to 1750 (3 Credits)

This course involves studies in European Music and Culture during three of its most innovative and rich historical periods – Medieval, Renaissance, and Baroque – from the beginnings of notated diatonic music (Assyria, 3,400 years ago) through the chants of the mystic visionary Hildegard of Bingen, to the glorious music of Johann Sebastian Bach. We look at how this exceptional period is responsible for some of the greatest innovations (from the advent of printing and publishing to the rise of polyphonic music and harmony) and masterworks by both men and women. From both “West” and “East.”

Note(s): Graduate students are welcome, but should seek instructor’s permission. Limit 20 students.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power, Written and Oral Communication II

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives, Written Communication
MUS 118: Classical and Romantic Music (3 Credits)
This course takes the form of a survey of the repertory of European Art Music, 1750–1900. We study the major musical genres – including symphony, sonata, character piece, opera, tone poem – and compositional styles/forms from the Enlightenment to late Romanticism. We also explore some of the musical voices – those of women and people of color – which are usually overlooked in traditional histories of music. Includes a wide selection of repertory, readings in music history, critical analysis of selected works, and a consideration of the music’s cultural, social, political contexts.

Notes: Designed for music majors and non-majors with a working knowledge of musical notation. Open to seniors and graduate students without musical backgrounds who wish to conduct interdisciplinary research. Limit 20 students.

Meets the following Core requirements: Critical Analysis, International Perspectives
Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives

MUS 119: Performance Practice of Baroque and Classical Music (3 Credits)
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.

Notes: Open to undergraduates only.

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives, Written Communication

MUS 120: American Music (3 Credits)
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. Music majors are required to write an extensive musical analysis, while non-music majors can focus instead on the literary, historical, and sociological aspects of the music under discussion.

Notes: Open to undergraduates only.

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives, Written Communication

MUS 121: Film Music: Mood and Meaning (3-4 Credits)
An overview of the use of music in international cinema, from silent film to the current emphasis on the use of popular songs, and through them the manipulation of shared memory. The course examines the development of sound “conventions” through which we recognize what is about to happen and how we’re expected to feel; the constant reassertion and subversion of these conventions and codes; the development of film music style; and the recent supremacy of “sound design.”

Notes: Sophomores and Graduate students by consent of instructor only. Limit 20 students. Open to undergraduates only. Open to juniors and seniors only.

Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 124: Contemporary Instrumentation and Orchestration (3 Credits)
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 orchestral assignment, as well as analytical projects.

Prerequisites: MUS 003 and MUS 005

MUS 126: Music Improvisation Ensemble I (1 Credits)
MIE is an instrumental/vocal ensemble devoted to intensive work on non-idiomatic (and pan-idiomatic) improvisation. Some basic instrumental or vocal experience is required. The focus of the course is on careful listening, sensitivity to the moment, creating an atmosphere of mutual respect, and developing a vocabulary which allows players to compose spontaneously with others.

Notes: Acceptance into the course is determined by an informal audition that takes place during the first session of the semester. The purpose of the audition is to assess your level of technical ability and experience of playing with others. Graduates admitted with the consent of the instructor(s). Limit 15 students. Open to undergraduates only.

Instructor Consent Required: Y

MUS 127: Contemporary Performance Ensemble (1 Credits)
This ensemble is dedicated to the study and performance of contemporary music from a wide range of perspectives, including both established “classics” and selected new works written by student composers especially for the group. All instruments and voices are welcome. Auditions for new members of the ensemble are held during the first session of each semester.

Notes: Open to undergraduates only.

Instructor Consent Required: Y

MUS 128: Gamelan Ensemble (1-2 Credits)
The performance practice and theory of Javanese gamelan music are studied through playing and composing 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.

MUS 129: Haitian Drumming (1 Credits)
Renowned master of Haitian drumming Daniel Brevil has worked to foster an understanding of Haiti, its traditions, and its distinct cultural expressions. Students will study basic patterns of traditional rhythms and songs from Port Au Prince (Haiti) and small creole dialog. This course will also provide students with an introduction to the culture and history of Haiti.

MUS 130: Vocal Jazz Improvisation Ensemble (1 Credits)
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 jazz tunes. Voice technique, ensemble blend and balance, and jazz rhythms, song forms, and scat singing are also integral to this work which often yields greater personal and creative freedom. Culminates in an evening class performance.
MUS 131: Performance Collective (1 Credits)
Performance Collective is devoted to the practice and performance of vocal and instrumental chamber music from the Baroque era to the 21st century. Through participation in weekly master classes students may 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 through in-depth interdisciplinary studies.
Prerequisite(s): MUS 056 and MUS 118
Note(s): Entrance determined by informal audition.

MUS 132: Early Music Vocal Ensemble-Beginning (1 Credits)
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 who have not had much vocal or choral experience and have beginning sight-reading skills.
Note(s): Open to undergraduates only.

MUS 133: Early Music Vocal Ensemble (1 Credits)
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 sight-reading skills.
Note(s): Open to undergraduates only.

MUS 134: Early Music Instrumental Ensemble (1 Credits)
The Mills Early Music Instrumental Ensemble explores the fascinating and gorgeous repertoires of the Medieval, Renaissance, and Baroque periods. All instruments are welcome, modern or early. No prior experience in early music is required, just a sense of musical adventure! This class will include some basic improvisation exercises as well as ensemble techniques, stylistic differences in the various eras and countries, ornamentation and divisions, musicianship, and more. all which will apply directly to the music we’ll work on for a short performance. Students must be able to read music.

MUS 135: Early Music Ensemble-Baroque (1 Credits)
This class explores the music of the 17th and 18th centuries for mixed ensembles of instruments and voices. All instrumentalists and singers are welcome. The department has harpsichords for keyboard players who wish to gain experience playing figured bass. The course will culminate in a lunchtime concert. Participation in the Baroque Ensemble will develop skills in rhythm, sight-reading, intonation, ensemble playing, and ornamentation.

MUS 136: Music Instrument Building (1-2 Credits)
The primary objective of this course is for each student to construct a musical instrument of her own design within the duration of a single semester. Guidance is furnished for all phases of the project—conception, design, planning, and construction. Emphasis is placed on maintaining a consistent connection between concept, process, and result. with a working prototype being the primary goal rather than a polished final product. Research on acoustics, electronics, and traditional instrument construction may be required between classes. No prior hand-tool or machine-tool experience necessary.

MUS 137: Seminar in Music Literature and Criticism (4 Credits)
This seminar is devoted to the intensive examination of a major topic in musical literature (recent topics include Migration and Music; Music and Conflict; Béla Bartók and Igor Stravinsky), with exploration of appropriate research methods and bibliographical resources. Students may 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 through in-depth interdisciplinary studies.
Prerequisite(s): MUS 056 and MUS 118
Note(s): Seniors and graduate students from other majors who have some musical background are welcome. The senior project may be completed in conjunction with this seminar for music students with an emphasis in history/theory. Graduate theses may be developed out of this seminar’s research paper and presentation. Limit 15 students. Open to seniors only.
Meets the following Core requirements: Critical Analysis, Written and Oral Communication II
Meets the following Gen Ed requirements: Critical Analysis, Written and Oral Communication

MUS 140: The Technique and Mystery of Singing (2 Credits)
The Technique and Mystery of Singing introduces and reinforces the foundational techniques of singing, tone production, musicianship, and interpretation. This class is designed to explore and develop the singing voice in each student while covering the basic elements of vocal technique, including analysis of individual problems and corrective solutions.

MUS 141: The Music of India: Brahma to Bhangra (3 Credits)
An introduction to the classical music of South Asia from Vedic times to the present, along with selected dance traditions, regional/popular music genres, film music, and Indian music in the West. Critical issues include gender, religion, identity, colonialism, nationalism, and diaspora. Students learn basic vocal and rhythmic techniques of Hindustani music; develop insights into the historical, cultural, aesthetic, and performance facets of Indian music through listening and reading assignments; audio/video material; correspondences with South Asian art history; and guest presentations.
Note(s): No previous study or knowledge of music required. Graduate students require permission of the instructor prior to enrolling. Limit 25 students. Open to undergraduates only. Open to juniors and seniors only.
Meets the following Core requirements: Create, Innovate & Experiment, International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives, Multicultural Perspectives

MUS 143: Mills College Percussion Group (1 Credits)
This ensemble performs music based on percussion that sometimes includes other instruments, from a tradition started at Mills College in the 1930s by composers Lou Harrison, Henry Cowell, and John Cage. It performs both classic works from the 20th century, and new pieces written especially for the group.
Note(s): Students must be able to read music proficiently. Limit 12 students. Open to undergraduates only. Open to juniors and seniors only.
Instructor Consent Required: Y
MUS 147: Introduction to Electronic Music (4 Credits)
Introduction to the techniques and theory of electronic music 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.
Note(s): Open to non-majors. No previous music experience is required. Limit 17 students.
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 148: Post-Tonal Theory and Analysis (4 Credits)
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.
Prerequisite(s): MUS 155
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 149: Creativity Seminar: conception, collaboration, realization. (4 Credits)
A place to explore ideas across a wide range of "making." this seminar is based on the particular skill-sets and interests of the participants. Team-taught by both music faculty and invited guests, the focus will be on cooperation both within and across disciplines, respectful communication, the importance of "failure" in the learning process, and ultimately, the conception, production, and realization of new collaborative work.
Note(s): Lower division undergraduates may be permitted to take the course with the permission of the instructor(s). Limit 12 students. Open to undergraduates only.
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 150: Introduction to Computer Music (4 Credits)
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.
Note(s): No previous music or computer experience is required. Limit 20 students.
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 155: Advanced Chromatic Harmony and Post-Tonal Theory (3 Credits)
A study of the rich harmonic vocabulary of late 19th- and 20th-century tonal music and an introduction to the theory and techniques employed in post-tonal music. Topics covered include: enharmonic modulation; extended tonality; ninth, eleventh, and thirteenth chords; modes and synthetic scales; pitch-class sets; and serialism. In addition to developing practical skills, course work emphasizes analysis and composition of original pieces based on the topics studied in class.
Prerequisite(s): MUS 056
Note(s): Designed for undergraduate music majors and graduate students who would like to strengthen their music theory background. Limit 15 students.
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 156: Tonal Analysis (3 Credits)
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.
Prerequisite(s): MUS 155 and MUS 118
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 157: Seminar by Visiting Professor (2-3 Credits)
Note(s): Open to undergraduates only.

MUS 159: Seminar in Musical Performance, Composition, and Improvisation (4 Credits)
A seminar in creative music making and improvisation for composers and 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.
Note(s): Open to juniors, seniors, and graduate students. Limit 15 students.
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 160: Practicum (2 Credits)
Individual instruction in composition and improvisation. Students may also enroll to study topics in music history, theory, ethnomusicology, or performance literature that are relevant to their creative practice.
Note(s): Maximum enrollment varies by instructor, in a range from 4 to 10 available places. Limit 8 students.
Instructor Consent Required: Y
MUS 161: Sound Techniques of Recording (4 Credits)
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, signal processors, and other equipment. Students will learn editing and multi-tracking in both analog and digital domains (Pro Tools) and will become proficient in our professional recording studios. No previous music or recording experience is required.
Prerequisite(s): MUS 161
Note(s): Open to non-majors. No previous music experience is required. Limit 17 students.
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 163: The World of Opera (4 Credits)
A journey into the world of opera including European opera from Monteverdi through Mozart, to Verdi, Wagner and Britten, opera in the USA, and Chinese, Persian, and Russian works. Subjects range from, for example, Electra to the ethical dilemmas surrounding development of the atomic bomb in the New Mexico desert. Readings draw on critical perspectives from a variety of disciplines, including comparative literature and cultural studies, to examine race, gender, Orientalism, and the politics of representation. Includes film screenings and a trip to the San Francisco Opera.
Note(s): No previous study of music required. Graduate students with consent of instructor. Limit 25 students.
Meets the following Core requirements: Critical Analysis, International Perspectives
Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives, Multicultural Perspectives

MUS 164: Advanced Audio Recording (4 Credits)
This course concentrates on the 24-track recording studio, utilizing multi-track recording and overdubbing, advanced microphone, equalization and compression techniques, mixing, and the use of analog and digital signal processors. Digital recording, editing, and plug-ins (Pro Tools) will be covered as well as CD-burning techniques. No previous music experience is required.
Prerequisite(s): MUS 161
Note(s): Open to non-majors. No previous music experience is required. Music 161/261 Sound Techniques is required, or consent of instructor. Limit 17 students.
Meets the following Core requirements: Create, Innovate & Experiment
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

MUS 165: Sound Art (4 Credits)
An introduction to the history and practice of sound art, an interdisciplinary field with influences from music, sculpture, and interactive electronic arts. This course will survey groundbreaking work done by sound artists during the last three decades, and discuss the critical responses to it. Technologies relevant to the practice will be introduced and used in directed projects. Students will create and install their own sound artworks as the final outcome of the course.
Note(s): Open to sophomores, juniors, seniors, and graduate students.

MUS 170: African American Music: The Meaning and the Message (3 Credits)
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.
Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Multicultural Perspectives

MUS 181: MUS THEATER: NJINGA QUEEN KING (0.25-1.25 Credits)

MUS 183: Advanced Seminar in Music (3 Credits)
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.
Note(s): Open to graduate students only.

MUS 205: Selected Issues in Composition (4 Credits)
Individual problems in composition, planned to strengthen the student’s knowledge of contemporary techniques and forms and to develop the student’s fluency and stylistic growth.
Note(s): Open to graduate students only.

MUS 210: Selected Issues in Contemporary Performance and Improvisation (4 Credits)
Evolution of performance practice in contemporary music is examined through seminar discussion, research, and ensemble participation. Special topics will be selected that will include examination of the literature and techniques of innovative performers. Students will create individual and collaborative projects using improvisation, and ways of integrating improvisation into formal compositional structures, as the central focus. May be repeated for credit with the permission of the instructor.
Note(s): Open to graduate students only.

MUS 211: Improvisation Workshop (4 Credits)
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 rhythmical and melodic skills, and building self-confidence. Students should have at least intermediate instrumental or vocal skills.
Note(s): Open to graduate students only.
Instructor Consent Required: Y

MUS 212: Seminar in 20th-Century Literature and Theory (4 Credits)
Intensive studies in various aspects of the history, theory, and literature of contemporary music. Topics may include the New York School; theories of the 20th-century avant-garde; 20th-century theories of musical time; postmodernist aesthetics and criticism; the American experimentalist tradition; minimalism; music and politics in the 1960s; Morton Feldman, Karlheinz Stockhausen, and John Cage.
Note(s): Open to graduate students only.

MUS 219: Performance Practice of Baroque and Classical Music (4 Credits)
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.
Note(s): Open to graduate students only.
MUS 224: Contemporary Instrumentation and Orchestration (4 Credits)
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 orchestral assignment, as well as analytical projects.
Notes: Open to graduate students only.

MUS 225: Individual Instruction in Performance and Composition (2 Credits)
Open to all graduate students. Lessons are not covered by tuition and must be arranged in person through the Music Department’s administrative assistant prior to the first day of classes. Students may audition for lesson scholarships which must be applied for through the Music Department’s administrative assistant prior to the first day of classes.
Notes: See individual lesson instructors in faculty roster. Open to graduate students only.

MUS 225A: Indiv Instr Instruction: Cello (0.5 Credits)
MUS 225AA: Indiv Inst Instruction: Bass (0.25-0.5 Credits)
MUS 225AB: Indiv Inst Instruction: Sitar (0.25-0.5 Credits)
MUS 225B: INDIV INSTRUM INST-COMPOSITION (0.5-1 Credits)
MUS 225BB: Indiv Instr Instruction: Sitar (0.5 Credits)
MUS 225C: INDIV INSTRUC PERF&COMP FLUTE (2 Credits)
MUS 225CC: Indiv Instr Instruction: Voice (2-4 Credits)
MUS 225D: Indiv Instrum Instr: Harp (0.5 Credits)
MUS 225F: INDIV INSTRUM INST-ORGAN (0.5-1 Credits)
MUS 225G: Indiv Instr Instruction: Piano (2 Credits)
MUS 225I: Indiv Instr Instruction: Violin (0.5-1 Credits)
MUS 225J: Indiv Instrum Instr: Viola (0.5 Credits)
MUS 225L: INDIV INSTRUC - SAXOPHONE (2-4 Credits)
MUS 225M: Indiv Instrum Instr: Harpsich (0.5 Credits)
MUS 225O: Indiv Instr Inst: Trumpet (0.5 Credits)
MUS 225OU: Indiv Instr Inst: Oud (0.5 Credits)
MUS 225P: Ind Instr Inst: Percussion (2 Credits)
MUS 225Q: INDIV INSTRUM INST - GUITAR (0.5-1 Credits)
MUS 225R: Ind Instr Inst: Composition (2 Credits)
MUS 225S: Indiv Instrum Inst: Gamelan (2 Credits)
MUS 225T: INDIV INST INSTR DOUBLE BASS (2 Credits)
MUS 225V: Ind Instrum Inst: Trombone (0.5 Credits)
MUS 225W: Ind Instr: Viola Da Gamba (0.5 Credits)
MUS 225Z: INDIV INSTRUCT VOICE (0.5-1 Credits)

MUS 227: Contemporary Performance Ensemble (2 Credits)
This ensemble is dedicated to the study and performance of contemporary music from a wide range of perspectives, including both established “classics” and selected new works written by student composers especially for the group. All instruments and voices are welcome. Auditions for new members of the ensemble are held during the first session of each semester.
Notes: Open to graduate students only.
Instructor Consent Required: Y

MUS 228: Gamelan Ensemble (2 Credits)
The performance practice and theory of Javanese gamelan music are studied through playing and composing 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.
Notes: Open to graduate students only.

MUS 229: Haitian Drumming (2 Credits)
Renowned master of Haitian drumming Daniel Brevil has worked to foster an understanding of Haiti, its traditions, and its distinct cultural expressions. Students will study basic patterns of the traditional rhythms and songs from Port Au Prince (Haiti) and small creole dialog. This course will also provide students with an introduction to the culture and history of Haiti.
MUS 230: Vocal Jazz Improvisation Ensemble (2 Credits)
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; and 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.

Note(s): Open to graduate students only.

MUS 231: Performance Collective (2 Credits)
Performance Collective is devoted to the practice and performance of vocal and instrumental chamber music from the Baroque era to the 21st century. Through participation in weekly master classes students enhance chamber music skills, develop interpretations of a variety of musical styles and periods, and prepare and perform concerts held in Mills Hall and Littlefield Concert Hall. Students form a true collective by performing practical tasks of a concert as well as their chosen repertoire. Prerequisite: At least one year of private instruction. Entrance determined by informal audition.

Note(s): Entry to the course is determined by informal audition.

MUS 232: Early Music Vocal Ensemble—Beginning (2 Credits)
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.

Note(s): Open to graduate students only.

MUS 233: Early Music Vocal Ensemble (2 Credits)
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 sight reading skills.

Note(s): Open to graduate students only.

MUS 234: Early Music Instrumental Ensemble (2 Credits)
The Mills Early Music Instrumental Ensemble explores the fascinating and gorgeous repertoires of the Medieval, Renaissance, and the Baroque periods. All instruments are welcome, modern or early. No prior experience in early music is required, just a sense of musical adventure! This class will include some basic improvisation exercises as well as ensemble techniques, stylistic differences in the various eras and countries, ornamentation and divisions, musicianship, and more, all which will apply directly to the music we’ll work on for a short performance. Students must be able to read music.

MUS 235: Early Music Ensemble—Baroque (2 Credits)
This class explores the music of the 17th and 18th centuries for mixed ensembles of instruments and voices. All instrumentalists and singers are welcome. The department has harpsichords for keyboard players who wish to gain experience playing figured bass. The course will culminate in a lunchtime concert. Participation in the Baroque Ensemble will develop skills in rhythm, sightreading, intonation, ensemble playing, and ornamentation.

Note(s): Open to graduate students only.

MUS 236: Music Instrument Building (2 Credits)
The primary objective of this course is for each student to construct a musical instrument of her own design within the duration of a single semester. Guidance is furnished for all phases of the project—conception, design, planning, and construction. Emphasis is placed on maintaining a consistent connection between concept, process, and result, with a working prototype being the primary goal rather than a polished final product. Research on acoustics, electronics, and traditional instrument construction may be required between classes. No prior hand-tool or machine-tool experience necessary.

MUS 237: Seminar in Music Literature and Criticism (4 Credits)
This seminar is devoted to the intensive examination of a major topic in musical literature (recent topics include Migration and Music; Music and Conflict; Béla Bartók and Igor Stravinsky), with exploration of appropriate research methods and bibliographical resources. Students may 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 through in-depth interdisciplinary studies.

Note(s): Seniors and graduate students from other majors who have some musical background are welcome. The senior project may be completed in conjunction with this seminar for music students with an emphasis in history/theory. Graduate theses may be developed out of this seminar’s research paper and presentation. Limit 15 students. Open to seniors only.

MUS 241: The Music of India: Brahma to Bhangra (3 Credits)
An introduction to the classical music of South Asia from Vedic times to the present, along with selected dance traditions, regional/popular music genres, film music, and Indian music in the West. Critical issues include gender, religion, identity, colonialism, nationalism, and diaspora. Students learn basic vocal and rhythmic techniques of Hindustani music; develop insights into the historical, cultural, aesthetic, and performance facets of Indian music through listening and reading assignments; audio/video material; correspondences with South Asian art history; and guest presentations.

Note(s): No previous study or knowledge of music required. Limit 25 students. Open to graduate students only.

MUS 242: Music Improvisation Ensemble II (2 Credits)
This intensive course gives experienced musical improvisers a chance to further refine their skills at every level. Revisiting the basic building blocks of music we will examine questions of form, rhythm, timbre, and melody from the improviser’s perspective, while working to improve both individual and group improvising techniques. The semester will culminate in a public performance conceived and directed by the ensemble members.

Note(s): Registration for this course requires the instructor's consent for any student who is not in the improvisation specialization of the MFA Performance program. Limit 12 students. Open to graduate students only.

Instructor Consent Required: Y

MUS 243: Mills College Percussion Group (2 Credits)
This ensemble performs music based on percussion that sometimes includes other instruments, from a tradition started at Mills College in the 1930s by composers Lou Harrison, Henry Cowell, and John Cage. It performs both classic works from the 20th century, and new pieces written especially for the group.

Note(s): Students must be able to read music proficiently. Limit 12 students. Open to graduate students only.

Instructor Consent Required: Y
MUS 248: Post-Tonal Theory and Analysis (4 Credits)
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.  
Note(s): Open to graduate students only.

MUS 250: Thesis for the Master's Degree (4 Credits)
The thesis requirement, supervised by a faculty committee, consists of a written paper and a performance component that takes place either as part of the Signal Flow Festival or as a separate recital. Students also participate in group meetings to discuss preliminary plans for their performance and written thesis, and attend two graduate review sessions during which they critically evaluate their own work and that of their peers.  
Note(s): Open to graduate students only.

MUS 251: Seminar in Computer Music (4 Credits)
Theory and practice of computer music: digital audio recording and mixing, software synthesis, digital signal processing, and instrument and sound design. Presentation and discussion of student works of electronic music, development of experimental compositional strategies made possible by electronic technology.  
Note(s): Qualified undergraduates may take this class as an Independent Study, only with instructor’s sponsorship. Limit 15 students. Open to graduate students only.

MUS 252: Seminar in Electronic Music Performance (4 Credits)
Note(s): Undergraduates may enroll as Independent Study students with the consent of instructor. Limit 15 students. Open to graduate students only.

MUS 256: Tonal Analysis (4 Credits)
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 Lehmdahl 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.  
Note(s): Open to graduate students only.

MUS 257: Seminar by Visiting Professor (2-4 Credits)
Note(s): Open to graduate students only.

MUS 259: Seminar in Musical Performance, Composition, and Improvisation (4 Credits)
A seminar in creative music making and improvisation for composers and 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.  
Note(s): Open to juniors, seniors, and graduate students. Limit 15 students.

MUS 260: Practicum (2 Credits)
Individual instruction in composition and improvisation. Students may also enroll to study topics in music history, theory, ethnomusicology, or performance literature that are relevant to their creative practice.  
Note(s): Maximum enrollment varies by instructor, in a range from 4 to 10 available places. Limit 8 students. Open to graduate students only.  
Instructor Consent Required: Y

MUS 261: Sound Techniques of Recording (4 Credits)
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, signal processors, and other equipment. Students will learn editing and multi-tracking in both analog and digital domains (Pro Tools) and will become proficient in our professional recording studios. No previous music or recording experience is required.  
Prerequisite(s): MUS 161
Note(s): Open to non-majors. No previous music experience is required. Limit 17 students.

MUS 264: Advanced Audio Recording (4 Credits)
This course concentrates on the 24-track recording studio, utilizing multi-track recording and overdubbing, advanced microphone, equalization and compression techniques, mixing, and the use of analog and digital signal processors. Digital recording, editing, and plug-ins (Pro Tools) will be covered as well as CD-burning techniques. No previous music experience is required.  
Prerequisite(s): MUS 161
Note(s): Open to non-majors. No previous music experience is required. Music 161/261 Sound Techniques is required, or consent of instructor. Limit 17 students. Open to graduate students only.

MUS 265: Sound Art (4 Credits)
An introduction to the history and practice of sound art, an interdisciplinary field with influences from music, sculpture, and interactive electronic arts. This course will survey groundbreaking work done by sound artists during the last three decades, and discuss the critical responses to it. Technologies relevant to the practice will be introduced and used in directed projects. Students will create and install their own sound artworks as the final outcome of the course.  
Note(s): Open to sophomores, juniors, seniors, and graduate students.

MUS 266: Advanced Orchestration Seminar (4 Credits)
A seminar combining analysis of the orchestration of selected 20th-century works with practice in scoring original compositions for large ensembles. Students will be required to compose short compositions for standard instrument choirs, and organize a performance of a composition for any instruments of their choosing for a final class concert.  
Prerequisite(s): MUS 224
Note(s): Open to graduate students only.
MUS 280: Special Topics (0.25-1.25 Credits)

MUS 291: Composition Seminar (4 Credits)
Individual and group work, discussion and performance of student works, and examination of past and present composers. MUS 291 in the fall is recommended for students entering the MA in composition. MUS 291 in the spring is recommended for students preparing compositions for their Signal Flow presentations.

Note(s): Open to graduate students only.
NASC 051N: Nursing Leadership Seminar I (1 Credits)
This course examines leadership principles and the role of leadership in professional nursing practice. Students will analyze management strategies (team building, conflict resolution, negotiation) while exploring leadership in the context of nursing history and today’s healthcare system. Readings and speaker presentations will form the basis of discussion, reflection, and written analytical assignments to support the development of critical thinking skills as well as the personal and professional growth of the student.
Note(s): Open to first-year nursing students only. Limit 25 students. Open to undergraduates only. Pass/No Pass Only

NASC 052N: Nursing Leadership Seminar II (1 Credits)
This course builds on the groundwork provided in the Nursing Leadership Seminar I by demonstrating the relationship between nursing leadership and healthcare and patient advocacy. Students will identify dominant and emerging leadership styles, fostering enhanced leadership capacity. As their final project, students will use a problem solving rubric to investigate an issue in nursing and then defend their position on the issue in the classroom.
Note(s): Open to second-year nursing students only. Limit 25 students. Open to undergraduates only. Pass/No Pass Only

NASC 080A: Problem Solving Methods for the Sciences (1 Credits)
Course will explore problem-solving methodologies across the STEM curriculum. Students must be concurrently enrolled in CHEM 017 or have permission of instructor.
Note(s): REQUIRED for students who score 12-15 on the chemistry placement test and enrolled in CHEM 017 Limit 16 students.

NASC 180A: Community Engaged Teaching and Learning in Science, Technology and Mathematics (2 Credits)
This course offers students an intensive community-based learning experience that draws from specialized knowledge from the fields of science, technology, engineering, and mathematics (STEM). Undergraduates will partner with Oakland high school students in experiential learning and problem-solving (e.g., building robots, tackling environmental challenges, applying math to novel contexts) to gain collaborative leadership and mentoring skills. Weekly reflections and discussions will empower students to understand perspectives beyond their own to address challenges in STEM. Offered pass/No pass.
Prerequisite(s): CHEM 017 or MATH 047
Meets the following Core requirements: Community Engagement

NASC 180C: Test of Essential Academic Skills (TEAS) Preparation (1 Credits)
The Test of Essential Academic Skills (TEAS) measures and assesses a person’s ability to be academically prepared to enter and succeed in nursing school. It statistically measures the individual’s knowledge in four academic areas or subjects which are: Reading, Mathematics, Science, and English and Language Usage. This class will help prepare students to take the test before their application to nursing school is due.
Note(s): Nursing Students Limit 30 students. Open to undergraduates only. Open to juniors and seniors only. Pass/No Pass Only
PHILOSOPHY (PHIL)

PHIL 010: Ancient Philosophy (3 Credits)
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.  
Meets the following Core requirements: Critical Analysis, Written and Oral Communication II  
Meets the following Gen Ed requirements: Historical Perspectives, Written Communication  
PHIL 011: Early Modern Philosophy (4 Credits)
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.  
Notes(s): Prerequisite: ENG 001 or consent of instructor. Limit 25 students.  
Meets the following Core requirements: Critical Analysis, Written and Oral Communication II  
Meets the following Gen Ed requirements: Historical Perspectives, Written Communication  
PHIL 015: Introduction to Philosophy (3 Credits)
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?  
Notes(s): Prerequisite: ENG 001 or consent of instructor. Limit 20 students.  
Meets the following Core requirements: Critical Analysis, Written and Oral Communication II  
Meets the following Gen Ed requirements: Human Institutions and Behavior, Written Communication  
PHIL 028: Political Philosophy (3 Credits)
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.  
Notes(s): Prerequisite: ENG 001 or consent of instructor. Limit 20 students.  
Meets the following Gen Ed requirements: Human Institutions and Behavior, Historical Perspectives, Written Communication  

PHIL 043: Existentialism (3 Credits)
A study of Existentialism as a movement in late 19th- and early 20th-century European philosophy, the central problems of which continue to plague the modern world. Focus on Sartre and Heidegger, plus works by Kierkegaard, Nietzsche, Camus, and de Beauvoir. Topics include the importance of Existentialism to later movements in 20th-century philosophy.  
Notes(s): First years may not take PHIL 143. They may take PHIL 043. Limit 25 students.  
Meets the following Core requirements: Critical Analysis, Written and Oral Communication II  
Meets the following Gen Ed requirements: Written Communication  
PHIL 051: Formal Logic (4 Credits)
An introduction to the study of inference and truth. Topics covered include modeling natural language arguments in the formal languages of propositional and predicate logic; constructing and evaluating deductive arguments using mathematical techniques; developing semantical procedures to assign meaning to formal expressions; and examining elementary metalogical results, including the soundness of fragments of first-order logic. This course should be of interest to students interested in better understanding the structure of reasoning and the logical analysis of language.  
Meets the following Core requirements: Quantitative Literacy  
Meets the following Gen Ed requirements: Quantitative and Computational Reasoning  
PHIL 060: Philosophy of Religion (3 Credits)
Through our reading of classical works in the philosophy of religion, we explore perennial questions about the existence and nature of the divine, the relation of God and nature, the problem of theodicy, the nature of virtue and sin, the reasonableness of theistic belief, miracles, and the limits of language to express religious truths, supposing there are any.  
Meets the following Core requirements: Critical Analysis, Written and Oral Communication II  
PHIL 062: Ethics (3 Credits)
A critical introduction to moral philosophy, its key theories, and central problems. We address core ethical questions—What should we do? What is the good life?—as well as meta-ethical questions—What about the world makes a thing good or right? Are there really moral truths? Does the contemporary scientific view leave room for ethics? We may also address normative topics such as abortion, euthanasia, war, and animal rights.  
Meets the following Core requirements: Critical Analysis, Written and Oral Communication II  
PHIL 063: Environmental Ethics (3 Credits)
A critical introduction to theories of value of the natural world. Topics include the relationship 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.
PHIL 065: Bioethics: Medicine, Law, and Philosophy (3 Credits)
Advances in medical knowledge and technology raise troubling new questions at the intersection of medicine, law, and philosophy, including questions about refusing treatment, advance directives, assisted suicide, euthanasia, defining death, human experimentation, reproductive technologies, stem cell research, human cloning, organ transplants, and healthcare justice. Students will read some of the best that has been written about these and related matters and develop and defend informed philosophical responses to them.

PHIL 080: Special Topics in Philosophy (0.25-1.25 Credits)
Note(s): Open to undergraduates only.
Meets the following Gen Ed requirements: Historical Perspectives, Written Communication

PHIL 090: Metaphysics (3 Credits)
An examination of issues in ontology, the study of being. We investigate fundamental questions about the nature and structure of reality, including questions about the most general categories of being and the shape of the ontological enterprise itself. Is everything that exists identical to a physical object, or is the ontology of the physical sciences inadequate to the reality of the manifest world? What is the place of psychological and social phenomena in the world order? Is there an ontological structure built into the world itself, or is an ontology relative to a language or theory?
Meets the following Gen Ed requirements: Written Communication

PHIL 125: Philosophy of Law (3 Credits)
A critical introduction to the philosophical analysis of legal concepts and related issues in political theory and applied ethics. We analyze the foundation of the concept of law in theories of political obligation and legitimacy, focusing on the proper relation between laws and morals; survey natural law theory, legal positivism, and critical theories of the nature of law; explore the role of liberty and justice in constitutional decisions regarding privacy rights and discriminatory practices in distributing social goods; and evaluate competing theories of constitutional interpretation.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment, Written and Oral Communication II
Meets the following Gen Ed requirements: Written Communication

PHIL 128: Political Philosophy (3 Credits)
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.
Note(s): Prerequisite: ENG 001 or consent of instructor. Limit 20 students. Open to sophomores, juniors, seniors, and graduate students.
Meets the following Gen Ed requirements: Human Institutions and Behavior, Historical Perspectives, Written Communication

PHIL 131: Aesthetics (3 Credits)
A critical survey of philosophical writings on art and aesthetic experience. Central questions for the course include: What is the nature of beauty? What distinguishes art as a field of objects and practices? Is artwork a manifestation of freedom and rationality, or is it an expression of psychological and social conflicts? What is the relationship between art and politics? Does 'art' as a value-laden category still carry weight in the contemporary world?
Meets the following Gen Ed requirements: Creation and Criticism in the Arts

PHIL 142: Epistemology (3 Credits)
A survey of rationalist, empiricist, pragmatist and feminist approaches to the traditional problems of knowledge including justification, objectivity, and the nature of knowledge itself.
Note(s): Open to sophomores, juniors, seniors, and graduate students.

PHIL 143: Existentialism (3 Credits)
A study of Existentialism as a movement in late 19th- and early 20th-century European philosophy, the central problems of which continue to plague the modern world. Focus on Sartre and Heidegger, plus works by Kierkegaard, Nietzsche, Camus, and de Beauvoir. Topics include the importance of Existentialism to later movements in 20th-century philosophy.
Note(s): First year students may take PHIL 043. Limit 25 students. Open to sophomores, juniors, seniors, and graduate students.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment, Written and Oral Communication II
Meets the following Gen Ed requirements: Written Communication

PHIL 144: Language, Meaning, and Understanding (3 Credits)
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.
Note(s): Open to sophomores, juniors, seniors, and graduate students.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment, Written and Oral Communication II
Meets the following Gen Ed requirements: Written Communication

PHIL 145: Philosophy of Mind (3 Credits)
Examination of questions raised by the existence of psychological phenomena. 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.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment, Written and Oral Communication II
Meets the following Gen Ed requirements: Written Communication

PHIL 163: Environmental Ethics (3 Credits)
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.

PHIL 165: Bioethics: Medicine, Law, and Philosophy (3 Credits)
Advances in medical knowledge and technology raise troubling new questions at the intersection of medicine, law, and philosophy, including questions about refusing treatment, advance directives, assisted suicide, euthanasia, defining death, human experimentation, reproductive technologies, stem cell research, human cloning, organ transplants, and healthcare justice. Students will read some of the best that has been written about these and related matters and develop and defend informed philosophical responses to them.
PHIL 180: Special Topics in Philosophy (3 Credits)
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.
Note(s): Open to sophomores, juniors, seniors, and graduate students.

PHIL 183: Advanced Seminar in Philosophy (3 Credits)
Topic to be announced.
Note(s): Advanced standing and consent of instructor required. Open to juniors and seniors only.

PHIL 184: 19th Century European Philosophy: Hegel, Marx, & Nietzsche (3 Credits)
A survey of 19th-century European philosophy as defining critical problems and strategies that remain fundamental today. Topics include the scientific self-consciousness of modern philosophy and the persistent problem of life’s purpose, the emergence of art and history as fundamental philosophical concerns, the dissolution of philosophy’s problems in revolutionary social praxis, and the loss of faith in reason and history. Authors discussed include Kant, Schiller, Hegel, Marx, Nietzsche, Kierkegaard, and Freud.
Note(s): One prior course in philosophy or permission of instructor. Limit 25 students.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment, Written and Oral Communication II
Meets the following Gen Ed requirements: Written Communication

PHIL 185: Wittgenstein and Heidegger (3 Credits)
In complementary ways, Wittgenstein and Heidegger criticize conceptions of meaning and human existence bequeathed to modernity by the European intellectual tradition. We examine their criticisms of representationalism and atomism and their alternative understanding of language and human agency; Wittgenstein’s construction and undermining of representationalism in the “Tractatus”; his account of language-games and non-reductive treatment of normativity; and Heidegger’s theory in “Being and Time” of Dasein, especially his critique of Cartesian intellectualism and account of being-in-the world.
Note(s): At least two prior courses in Philosophy or a related discipline, or consent of instructor. Limit 20 students.
Meets the following Core requirements: Critical Analysis, Create, Innovate & Experiment, Written and Oral Communication II

PHIL 190: Metaphysics (3 Credits)
An examination of issues in ontology, the study of being. We investigate fundamental questions about the nature and structure of reality, including questions about the most general categories of being and the shape of the ontological enterprise itself. Is everything that exists identical to a physical object, or is the ontology of the physical sciences inadequate to the reality of the manifest world? What is the place of psychological and social phenomena in the world order? Is there an ontological structure built into the world itself, or is an ontology relative to a language or theory?
Note(s): Open to sophomores, juniors, seniors, and graduate students.
Meets the following Gen Ed requirements: Written Communication

PHIL 198: INTERNSHIP (1 Credits)
PE 004: Hiking (1 Credits)
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.
Pass/No Pass Only

PE 005: Personal Defense (1 Credits)
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 principles: awareness, personal safety, and prevention; assertiveness and self-esteem; physical techniques; and emotional recovery.
Pass/No Pass Only

PE 010: Trail Running (1 Credits)
This class provides runners with a noncompetitive opportunity to train on challenging, scenic trails in the East Bay hills. Workouts are designed to meet individual fitness levels. Out and backs, loop trails, and drop-off runs will be incorporated. Class meets rain or shine.
Pass/No Pass Only

PE 011E: Strength Training/Cardio-Fitness (1 Credits)
This course provides an introduction to strength training, cardiovascular training, and plyometrics—exercises that use explosive movements to develop muscular power. Students will learn the proper techniques for these types of training, develop an effective conditioning program, and learn to utilize the equipment in the fitness center. The course is designed to teach students how to safely train in a program that fits their individual needs for health, strength, and enjoyment.
Pass/No Pass Only

PE 011F: Advanced Conditioning (1 Credits)
This advanced course focuses on optimizing cardiovascular conditioning and strength training. Workouts are designed to prepare participants, bodies for a multitude of athletic challenges. Students will learn how to safely engage in conditioning programs and properly use fitness center equipment. Activities will include running, strength training, and a variety of other conditioning activities.
Pass/No Pass Only

PE 011G: Pilates (1 Credits)
Pilates takes an integrated approach to creating a stronger body. Developing the "core" - the deep muscles of the abdomen, back, and pelvis - is at the heart of this approach as it creates a stable and powerful center from which we can move the entire body with greater ease and control. The arms and legs work in tandem with the center, improving mobility and muscle tone. Potential benefits of Pilates include: increased energy, stamina, and mental focus.
Pass/No Pass Only

PE 012B: Cardio-Kickboxing (1 Credits)
This aerobics course uses kickboxing movements and upbeat music in high-energy workouts designed to improve cardio-respiratory conditioning and muscular strength.
Pass/No Pass Only

PE 012D: Anusara Yoga (1 Credits)
Students will engage in the practice of Anusara Yoga which is broadly categorized into three parts: Attitude—"the power of the heart as the force behind every action or expression in an asana [body position],"
Alignment—"the mindful awareness of how various parts of ourselves are integrated and interconnected.” Action—"the natural flow of energy in the body, which provides both stability and joyful freedom."
Pass/No Pass Only

PE 012G: Abdominal and Back Strengthening (1 Credits)
This aerobics course will focus on a variety of exercises that will strengthen the abdominal and back areas.
Pass/No Pass Only

PE 012H: Capoeira (1 Credits)
This class will teach the basic elements of Capoeira, a Brazilian art form and self-defense with strong aerobic and dance elements.
Pass/No Pass Only

PE 012K: Zumba (1 Credits)
This class uses Latin cardio dance as the basis for an aerobic workout.
Pass/No Pass Only

PE 012L: U-Jam Fitness (1 Credits)
This is an aerobics course that includes twenty minutes of kickboxing, twenty minutes of toning and ten minutes of abdominal strengthening in each class session.
Pass/No Pass Only

PE 012M: Zumba Toning (1 Credits)
Zumba Toning is a Latin dance aerobic workout with light weights. It is a fun way to get in shape and burn calories.
Pass/No Pass Only

PE 012N: Hip Hop Aerobics (1 Credits)
This class uses hip hop dance movement as the basis for a high energy aerobic workout.
Pass/No Pass Only

PE 012O: U-Jam Fitness (1 Credits)
U-Jam Fitness is an athletic dance fitness workout that combines dance and high energy music for a workout that is bound to get your heart rate up while having fun! It is designed to be easy-to-follow and for all fitness levels.
Pass/No Pass Only

PE 013: Water Exercise (1 Credits)
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. No swimming skills required.
Pass/No Pass Only

PE 016: Iyengar Yoga (1 Credits)
Basic yoga postures and mind work are introduced. Emphasis is placed on integrating yoga principles into daily life.
Pass/No Pass Only

PE 016C: Flow Yoga (1 Credits)
In this course, students will learn many different yoga asanas (postures) and how to connect them into one long-flowing sequence. Alignment, proper breathing technique, and attention will be the keystone to performing the asanas and their sequencing safely and effectively, with the aim of purifying and strengthening the body. Modifications will be given to accommodate many physical limitations.
Pass/No Pass Only
PE 016D: Anusara Yoga (1 Credits)
Students will engage in the practice of Anusara Yoga which is broadly categorized into three parts: Attitude—“the power of the heart as the force behind every action or expression in an asana (body position).” Alignment—“the mindful awareness of how various parts of ourselves are integrated and interconnected.” Action—“the natural flow of energy in the body, which provides both stability and joyful freedom.”
Pass/No Pass Only

PE 016E: Hatha Yoga (1 Credits)
Basic yoga postures and mind work are introduced. Emphasis is placed on integrating yoga principles into daily life.
Pass/No Pass Only

PE 018A: World Massage Western (1 Credits)
Various massage techniques are taught in this class including Swedish/oil, sports massage, PNF stretching, trigger point therapy, and Energy Healing. 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.
Pass/No Pass Only

PE 018B: World Massage Eastern (1 Credits)
Various massage techniques are taught in this class including Tui Na (Chinese medical massage), self-acupressure, shiatsu, Chi Nei Tsang (internal organ massage), and Qigong (energy healing and exercise). 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.
Pass/No Pass Only

PE 023: Fencing (1 Credits)
This course is designed to teach the fundamentals of foil fencing as a lifetime recreational sport. Fencing equipment provided. Athletic shoes required.
Pass/No Pass Only

PE 024: Golf (1 Credits)
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.
Pass/No Pass Only

PE 026A: Elementary Tennis (1 Credits)
Tennis stroke fundamentals, strategy, and scoring are taught in a fun-filled environment. Individual strengths, challenges, and learning styles are taken into consideration. Rackets and balls are provided.
Pass/No Pass Only

PE 026B: Intermediate Tennis (1 Credits)
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.
Pass/No Pass Only

PE 26AB: ELEMENTARY,INTERMED TENNIS (0.25 Credits)

PE 027A: Elementary Swimming (1 Credits)
The purpose of this class is to help the nonswimmer 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.
Pass/No Pass Only

PE 027B: Intermediate Swimming (1 Credits)
The purpose of this class is to help students become more confident in the water and improve stroke efficiency.
Note(s): Student should be able to swim four lengths of the pool with relative comfort. Limit 10 students.
Pass/No Pass Only

PE 027C: Fitness Swimming (1 Credits)
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.
Note(s): Student should be able to swim comfortably for a period of 10 minutes. Limit 12 students.
Pass/No Pass Only

PE 028: Sailing (1 Credits)
Instruction in basic sailing will be provided at the City of Oakland’s Lake Merritt Boathouse. The textbook is “Learn Sailing Right, Beginning Sailing” by US Sailing. Students will gain hands on experience in small sailboats. Course fee of $70 is due at the first class meeting.
Note(s): Students must be able to enter, sit in and exit a small sailboat. Limit 12 students.
Pass/No Pass Only

PE 029: Soccer (1 Credits)
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.
Pass/No Pass Only

PE 029B: Indoor Soccer (0.25 Credits)

PE 031: Introduction to Rowing (1 Credits)
Students will learn the basics of rowing and coxing in this introductory course. Equipment handling, proper technique, and appropriate conditioning will all be covered. On most days the class will meet at the boathouse and go out on the water. However, if the weather does not allow this, students will work on the rowing machines on campus.
All participants will take a 10 minute treading water test the first day of class; participants who do not pass will be required to wear a life jacket while on the water. This course is not a prerequisite for joining the rowing team.
Note(s): All participants will take a 10 minute treading water test the first day of class; participants who do not pass will be required to wear a life jacket while on the water. Limit 10 students.
Pass/No Pass Only

PE 036: Bowling (1 Credits)
Instruction in basic bowling techniques, rules, and strategies are taught in this course. Bowling shoes are provided at the bowling alley.
Pass/No Pass Only

PE 037: Green and Healthy Living (1 Credits)
The goal of this course is to provide students with a basic understanding of lifestyle choices they can make to benefit both their personal health and the planet’s health. Green and Healthy Living will focus on interactive and diversified learning experiences. This course will provide an introduction to a variety of topics such as biking, proper hazardous waste disposal, and healthy eating. Students will learn how to use existing tools, primarily online, to sift through and interpret the many options we have for any given lifestyle choice.
Pass/No Pass Only
PE 040: Volleyball (1 Credits)
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 utilize these skills and strategies during game play. This class is excellent preparation for the intercollegiate volleyball team at Mills. Pass/No Pass Only

PE 045: Mind Body Exercise (1 Credits)
This class incorporates both Eastern and Western approaches to well-being and combines light physical movement and mental exercises. We will use basic techniques from Hatha Yoga, Tai Chi and general physical exercises to enhance fitness and focus on the interconnection of movement, mental activity, and breathing. Students will be encouraged to add personal training and relaxation tools to share with fellow students. This class will help students find exercise routines that best suit their personal lifestyles. Pass/No Pass Only

PE 046: Personal Wellness (2 Credits)
Students will learn how to minimize stress and anxiety and maximize feelings of well-being. Through mindfulness practices, movement, group exercises, readings and discussions, students will discover how they can be intentional and powerful, healthy and joyful, productive and playful, calm and resourceful. By encompassing physical, emotional, mental and spiritual dimensions, we will: - practice meditation and other centering techniques - enjoy different movement modalities - cultivate self care and self-acceptance - discuss healthy habits - do a creative project Pass/No Pass Only

PE 048: Farming in Action (1-2 Credits)
We will get our hands in the soil; develop skills of self-sufficiency, community reliance, and embodiment through the practice of growing food. We will also connect with organizations involved in the local food justice movement. Pass/No Pass Only

PE 053: Personal Wellness (2 Credits)
Students will learn how to minimize stress and anxiety and maximize feelings of well-being. Through mindfulness practices, movement, group exercises, readings and discussions, students will discover how they can be intentional and powerful, healthy and joyful, productive and playful, calm and resourceful. By encompassing physical, emotional, mental and spiritual dimensions, we will: - practice meditation and other centering techniques - enjoy different movement modalities - cultivate self care and self-acceptance - discuss healthy habits - do a creative project Pass/No Pass Only

PE 066: Introduction to Sports Medicine (2 Credits)
This course introduces students to Sports Medicine through topics including basic anatomy, athletic injuries and treatment techniques, therapeutic modalities, physical therapy, sport psychology, and sports nutrition. The course is taught by a certified athletic trainer (ATC) and provides students with hands-on experience in the training room. Pass/No Pass Only

PE 102: Rowing Team (1 Credits)
The intercollegiate athletics program consists of practice, training, competition and travel. Contact the appropriate coach for more information. Pass/No Pass Only

PE 103: Tennis Team (1 Credits)
The intercollegiate athletic program consists of varsity competition in seven sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. Pass/No Pass Only

PE 104: Volleyball Team (1 Credits)
The intercollegiate athletic program consists of varsity competition in seven sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. Pass/No Pass Only

PE 105: Cross Country Team (1 Credits)
The intercollegiate athletic program consists of varsity competition in seven sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. Pass/No Pass Only

PE 106: Soccer Team (1 Credits)
The intercollegiate athletic program consists of varsity competition in seven sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. Pass/No Pass Only

PE 107: Swim Team (1 Credits)
The intercollegiate athletic program consists of varsity competition in seven sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. Pass/No Pass Only

PE 180: Special Topics (1-3 Credits)
A special topics course varies by instructor and departmental curriculum.

PE 180A: Special Topics - Introduction to Meditation (1 Credits)
This course provides an introduction to mindfulness meditation and associated meditation practices. Students will engage in meditation and learn techniques for developing a meditation practice tailored to their lives. Students will become acquainted with evidence-based research that supports meditation as a practice of wellness. Pass/No Pass Only

PE 180B: Special Topics in PE (0.25-1 Credits)
PHYSICS (PHYS)

PHYS 061: General Physics I (4 Credits)
Calculus-based general physics lecture and laboratory course. Emphasis upon Newtonian mechanics. Topics include measurement, vectors, linear kinematics, Newton's laws of motion, forces, momentum, work and energy, and rotational kinematics and dynamics.

Prerequisite(s): MATH 047

Note(s): Prerequisites: MATH 047 required; MATH 048 recommended. Successful completion of PHYS 004 or satisfactory performance on a placement test. Limit 40 students.

Meets the following Core requirements: Scientific Inquiry
Meets the following Gen Ed requirements: Natural Sciences

PHYS 061C: General Physics I (1 Credits)
Meets the following Gen Ed requirements: Natural Sciences

PHYS 061L: General Physics I Lab (0 Credits)

PHYS 061X: General Physics Lab I (0.25 Credits)

PHYS 062: General Physics II (4 Credits)
Continuation of PHYS 061. Topics include fluids, waves, sound, optics, electricity, and magnetism.

Prerequisite(s): PHYS 061

Note(s): Class size may be limited further if no classroom capable of comfortably holding 40 students is available. Limit 40 students.

Meets the following Gen Ed requirements: Natural Sciences

PHYS 062C: General Physics II (1 Credits)

PHYS 062L: General Physics II Lab (0 Credits)

PHYS 062X: General Physics Lab II (0.25 Credits)
PSYCHOLOGY (PSYC)

PSYC 040: Life-Span Developmental Psychology (3 Credits)
Normative characteristics and developmental processes of human development from prenatal infant development through old age.
Prerequisite(s): PSYC 049
Note(s): Open to undergraduates only.

PSYC 049: Fundamentals of Psychology (3 Credits)
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.
Meets the following Core requirements: Critical Analysis
Meets the following Gen Ed requirements: Human Institutions and Behavior

PSYC 070: Psychology and Language (3 Credits)
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.

PSYC 080: Adolescence (3 Credits)
Physical, cognitive, and social-emotional aspects of human development from puberty to maturity.
Prerequisite(s): PSYC 049
Note(s):

PSYC 097: Psychology of Health and Disease (3 Credits)
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.
Prerequisite(s): PSYC 049

PSYC 109: Health Psychology (3 Credits)
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.
Prerequisite(s): PSYC 049

PSYC 109SL: Health Psychology with Service Learning (4 Credits)
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.
Prerequisite(s): PSYC 049
Meets the following Core requirements: Community Engagement

PSYC 110: Stress and Disease (3-4 Credits)
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.
Prerequisite(s): PSYC 049
Note(s): Open to sophomores, juniors, seniors, and graduate students.

PSYC 118: Psychopathology (3 Credits)
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.
Prerequisite(s): PSYC 049
Note(s): Not recommended for first-year students.

PSYC 130: Human Memory (3 Credits)
In this course, we will discuss the cognitive processes involved in encoding, storage, and retrieval of information in terms of current theories of memory and information processing. We will examine the applications and the neural bases of different human memory systems (e.g., episodic, semantic, and procedural memory). We will also look at memory research conducted in applied settings, for example, eyewitness testimony, memory changes in old age, and memory ability in childhood.
Prerequisite(s): PSYC 049

PSYC 132: Physiological Psychology (3 Credits)
Aspects of human physiology, primarily the evolution, development, and functioning of the central nervous system and endocrinics, that determine behavior, e.g., perception, sexuality, and states of consciousness.
Prerequisite(s): PSYC 049

PSYC 140: Life-Span Developmental Psychology (4 Credits)
Normative characteristics and developmental processes of human development from prenatal infant development through old age.
Prerequisite(s): PSYC 049
Note(s): Open to undergraduates only. Open to sophomores, juniors, and seniors only.

PSYC 142: Attachment and Loss (4 Credits)
John Bowlby’s seminal work in attachment, separation, and loss. Explores the influence of separation and loss on normative and atypical development.
Prerequisite(s): PSYC 049 and PSYC 140
Note(s): Prerequisites: PSYC 049 and a grade of C or better in PSYC 140 and at least one other upper-division course. Limit 20 students.

PSYC 145: Positive Psychology: The Science of Well-Being (3 Credits)
This course examines the burgeoning domain of positive psychology. Positive psychology is defined as the scientific study of the strengths and virtues that enable individuals and communities to thrive. Psychology has historically focused on psychological problems and how to treat them. We will study the findings of contemporary psychological research on what factors help people thrive.
Prerequisite(s): PSYC 049

PSYC 146: Statistics for the Behavioral Sciences (4 Credits)
Quantitative methods in psychology with an emphasis on applications and statistical reasoning.
Prerequisite(s): PSYC 049
Note(s): Open to psychology and biopsychology majors who are sophomores or higher only. First-year students and non-majors need permission of instructor to enroll. Limit 20 students.

PSYC 148: Personality (3 Credits)
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.
Prerequisite(s): PSYC 049
Meets the following Gen Ed requirements: Human Institutions and Behavior
PSYC 151: Research Methods in Psychology (4 Credits)
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.
Prerequisites: PSYC 049 and PSYC 146
Meets the following Gen Ed requirements: Human Institutions and Behavior

PSYC 151L: Research Meth in Psych Lab (0 Credits)

PSYC 155: Social Psychology (3 Credits)
How people think about, influence, and relate to one another. Topics include prejudice, conformity, persuasion, altruism, stereotyping, group processes, and close relationships.
Prerequisite(s): PSYC 049
Meets the following Gen Ed requirements: Human Institutions and Behavior

PSYC 156: Cognitive Psychology (3 Credits)
Human thinking and problem solving as “information processing,” based on the processes of perception, learning, memory, language, and reasoning.
Prerequisite(s): PSYC 049

PSYC 158: Psychology of Intergroup Relations and Prejudice (3 Credits)
This course examines psychological theory and research on intergroup relations and prejudice. This includes the study of intergroup conflict, prejudice, and cooperation from a variety of psychological perspectives (e.g., social identity theory, personality, and group-conflict models). Other topics covered include self-concept, group identity, cognitive processing, stereotyping, discrimination, and cultural influences on behavior.
Prerequisite(s): PSYC 155 or PSYC 148

PSYC 161: Clinical Psychology (3 Credits)
Theories and interventions, including interviewing and assessment, of clinical psychology. Overview of the diverse roles and settings (such as hospital, private, legal, and academic) that clinical psychologists occupy in their careers.
Prerequisite(s): PSYC 049 and PSYC 118

PSYC 165: Infancy (4 Credits)
Theories and research in physical growth, perception, cognition, and socioemotional and language development in infants.
Prerequisite(s): PSYC 049
Note(s): Graduate students enroll in PSYC 265. Limit 20 students. Open to undergraduates only. Open to sophomores, juniors, and seniors only.

PSYC 168: Memory and Aging (4 Credits)
This course offers a comprehensive overview of how memory changes as a function of normal aging and what cognitive functions are more resistant to age changes. We will explore how factors such as attention changes, neuropsychological changes, aging stereotypes, cultural influences, and emotional regulation affect memory in old age. We will also discuss some of the implications of age-related changes in memory for everyday life and neurodegenerative diseases such as Alzheimer’s and Parkinson’s.
Prerequisite(s): PSYC 049 and (PSYC 130 or PSYC 156)

PSYC 179: Directed Research (1-4 Credits)
PSYC 180: Special Topics in Psychology (3 Credits)
Topics in psychology not offered in the regular curriculum. Taught by regular staff or visitors.
Prerequisite(s): PSYC 049
Note(s): Some topics may be of interest to non-majors.

PSYC 180A: Behavioral Neuroscience (3 Credits)
This course focuses on the neurobiology of psychological phenomena. It introduces concepts in cellular and circuit-level neural processes that guide how the mind works, including psychological processes such as motivation, emotion, cognition, personality, social behavior, addiction, and psychopathology.
Prerequisite(s): PSYC 049

PSYC 180B: Special Topics (0.25-1.25 Credits)
PSYC 180E: Special Topics (0.25-1.25 Credits)
PSYC 180F: SP TP: SOC PSYC CLOSE RELATION (0.25-1.25 Credits)
PSYC 180G: PSYCHOLOGY & DIVERSITY (0.25-1.25 Credits)
PSYC 191: Thesis Project (4 Credits)
Design and execution of an original experiment or other research work in conjunction with a psychology faculty member's research. Each student must plan her own project in consultation with a psychology faculty member and must obtain the faculty member’s agreement to supervise her project.
Prerequisite(s): PSYC 146 and PSYC 151
Instructor Consent Required: Y

PSYC 192: History and Issues in Psychology (4 Credits)
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.
Prerequisite(s): PSYC 049
Note(s): Must be a declared major in psychology or have consent of instructors. Open to undergraduates only. Open to juniors and seniors only.

PSYC 193: Infant Mental Health Thesis (4 Credits)
This course guides the Psychology major IMH track cohort of students in designing and implementing the research project that will become students' infant mental health master’s thesis project. All students will advance to graduate level in research, including creating a human subjects proposal and thesis proposal, and oral presentation skills.
Prerequisite(s): PSYC 146 and PSYC 151 and PSYC 049
Note(s): Students must be Psychology majors on the Infant Mental Health track. Limit 10 students. Open to undergraduates only. Open to juniors and seniors only.
Instructor Consent Required: Y

PSYC 242: Attachment and Loss (4 Credits)
John Bowlby's seminal work in attachment, separation, and loss. Explores the influence of separation and loss on normative and atypical development.
Prerequisite(s): PSYC 049 and PSYC 140
Note(s): Prerequisites: PSYC 049 and a grade of C or better in PSYC 140 and at least one other upper-division course. Limit 20 students.
PSYC 265: Infancy (4 Credits)
Theories and research in physical growth, perception, cognition, and socioemotional and language development in infants.
Prerequisite(s): PSYC 049 and PSYC 140
Note(s): Open to graduate students only.

PSYC 277: Advanced Teaching Practica (1-4 Credits)

PSYC 280C: Special Topics (0.25-1.25 Credits)

PSYC 293A: Infant Mental Health Master’s Thesis I (4 Credits)
Design and execution of an original experiment or other research work in conjunction with a psychology faculty member’s research. Each student must plan her own project in consultation with a psychology faculty member and must obtain the faculty member’s agreement to supervise her project.
Prerequisite(s): PSYC 146 and PSYC 151
Instructor Consent Required: Y

PSYC 293B: Infant Mental Health Master’s Thesis II (4 Credits)
The completion of an original experiment or research study under the supervision of a psychology faculty member. Each student must obtain the faculty member’s agreement to supervise her/his project completion.
Instructor Consent Required: Y
PHE 001: Introduction to Public Health (3 Credits)
This course introduces the field of public health - supporting healthy populations through the development and implementation of policies, systems, and practices that promote health. Students will learn about the approaches used by public health practitioners, and the impacts and potential impacts of public health work for individuals and communities. They will learn about the history of the field, the factors that affect the health of populations, and the influences of diverse community entities on public health.

Meets the following Core requirements: Critical Analysis, Race, Gender & Power

PHE 002: Health Advocacy Program (2 Credits)
This is a supervised internship at an Alameda County Health facility where students will serve patients by connecting them with non-medical resources that can contribute positively to their health. Includes a group discussion period with the Program Directors. Participants must apply to the Program, be accepted, and complete onboarding procedures in order to enroll. Fall, Spring, and Summer terms are offered; two terms must be completed.

Meets the following Core requirements: Community Engagement

Pass/No Pass Only

PHE 100: Theories and Praxis of Health Equity (4 Credits)
Health inequities regard avoidable disparities in health outcomes between groups of people. Students will study how social, economic, environmental and legal factors shape health inequities. They will explore how the uneven distribution of power and wealth and ongoing systems of oppression contribute to health inequities. Students will study strategies for reducing health disparities, including those generated by a range of marginalized groups, and consider a human rights framework for dealing with national and global health concerns.

Prerequisite(s): PHE 001

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power

PHE 180A: ST: Statistics for Health Care (3 Credits)
Introduction to standard statistical methods for analyzing health care data. Covers descriptive statistics, contingency tables, tests for normality and outliers, correlation, statistical inference and hypothesis testing, and multivariate regression analysis. This course gives students the skills to conduct, present, and interpret basic statistical analysis of health care data using standard statistical software. Not recommended for first year students.

Note(s): The course is not recommended for first year students. Please check with instructor if student is interested in taking the course in the first year. Limit 20 students.

Meets the following Core requirements: Quantitative Literacy
PPOL 015: Introduction to Policy: Identifying and Solving Public Problems (3 Credits)
This course introduces students to the craft of policy analysis—the use of social science methods to define and address public problems. Through a series of current policy case studies students will learn techniques for diagnosing problems, crafting policy solutions, and evaluating outcomes. They will be challenged to think creatively and critically about public issues, whether as engaged citizens, advocates for change, practicing analysts, or future members of the many professions relevant to public policy.

Note(s): Open to undergraduates only.

Meets the following Core requirements: Written and Oral Communication

PPOL 016: Comparative Politics (3 Credits)
This course introduces students to three major concepts in comparative politics: state, nation, and regime. Using comparisons between countries from all over the world, the course examines how states emerge and survive, nations are built and change, and how regimes—both democratic and authoritarian—operate. The case comparisons expose students to the comparative method and to the wide range of topics studied in the field of comparative politics.

Meets the following Core requirements: International Perspectives

PPOL 017: International Relations (4 Credits)
Basic character and structure of the international arena. How changes in these patterns determine outbreaks of war and peace among countries.

Meets the following Core requirements: International Perspectives

PPOL 093: Law and Society (3 Credits)
Meets the following Gen Ed requirements: Human Institutions and Behavior

PPOL 100: Methods of Policy Analysis (4 Credits)
This course aims to prepare citizens to help their communities make informed and effective decisions. We will explore practical applications of the principal methods of policy analysis. These include a variety of quantitative and qualitative analytical tools used by policy analysts to frame issues, generate alternative options, project outcomes, and inform decision making in a democratic society. In addition, we will develop and practice oral and written communication skills relevant to policy analysis, culminating in a policy analysis paper and presentation.

Prerequisite(s): ECON 050 and ENG 001 and ECON 081

Note(s): Graduate students register for PPOL 200. Limit 25 students. Open to undergraduates only. Open to sophomores, juniors, and seniors only.

Meets the following Gen Ed requirements: Quantitative and Computational Reasoning, Written Communication

PPOL 103: Written and Oral Communication for Policy and Politics (2 Credits)
Focus on developing skills in writing, digital presentation, and oral communication appropriate for the political science classroom and related careers. Develop and refine voice and sense of style, learn the rhetorical expectations and formal registers of the field, identify the most appropriate combinations of form and content for academic and professional work in political science, and practice drafting, revising, presenting and receiving feedback on oral and written communications.

Note(s): Student must be concurrently enrolled in a government course. Alternatively, enrollment in another social science course will be considered on a case-by-case basis. Limit 15 students.

Meets the following Core requirements: Written and Oral Communication II

PPOL 114: Social Policy Analysis (4 Credits)
This course applies core frameworks and tools of policy analysis to key social policy contexts, including housing, health, education, labor, criminal justice, and social safety net policies. Students learn the policy history and structures of key domestic social programs, and utilize this knowledge to conduct policy analyses of current reform proposals. This course both introduces students to major areas of policy-making and offers them the opportunity to apply their core learning to real-world policy contexts.

Note(s): Open to undergraduates only.

PPOL 115: The American Presidency (3 Credits)
An examination of the presidential selection process, the scope and powers of the office, and the major determinants of presidential behavior.

PPOL 116: Qualitative Methods in Policy Research (4 Credits)
Introduces students to the theory and methods of qualitative research, including philosophical foundations, formulation of research questions, negotiation of entry and access, the ethics of fieldwork, sampling, data collection techniques, recording and transcription, analysis and presentation of qualitative data, and the evaluation of qualitative research. Students will be required to conduct some field research, such as a few interviews and some field observations, so the course will be particularly appropriate to those engaging in, or preparing for, a research project.

PPOL 118: Women's Leadership in Politics: Theory and Practice (4 Credits)
This course explores the challenges and opportunities in women’s political participation in the US and prepares women for effective political engagement. We begin by looking at the history of women’s participation, move into understanding how the political process works, and end with practical preparation. Students hear from women who have worked in politics as candidates and elected officials, campaign consultants, and staffers. This course affords students an opportunity to develop both a theoretical understanding of gender and politics and practical skills for their own participation.

Note(s): Freshwomen should consult with the instructor before enrolling. Limit 30 students. Open to undergraduates only. Open to sophomores, juniors, and seniors only.

Meets the following Gen Ed requirements: Women and Gender
PPOL 125: Gender and Public Policy (4 Credits)
Students examine a series of policy issues of particular concern to women, learning to approach each from multiple perspectives (legal, historical, economic, and cultural). The course affords students an opportunity to analyze policy and to consider the ways in which public problems and policy making are gendered.
Note(s): First-year students admitted with consent of the instructor. Limit 25 students. Open to undergraduates only.
Meets the following Gen Ed requirements: Human Institutions and Behavior. Women and Gender

PPOL 130: Regime Change (3-4 Credits)
Examines the reasons for the emergence, persistence, and collapse of authoritarian and democratic regimes. Countries studies drawn from South America, Europe, East Asia, and the former Soviet Union.
Note(s): Open to sophomores, juniors, seniors, and graduate students.
Meets the following Gen Ed requirements: Written Communication

PPOL 132: Theories of International Relations (3-4 Credits)
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.
Prerequisite(s): PPOL 017
Note(s): Open to undergraduates only. Open to juniors and seniors only.

PPOL 139: Ethical Reasoning in Politics and Public Policy (4 Credits)
An examination of the challenges of formulating and applying ethical argument to policy making. An investigation of major normative disputes in such areas as public assistance and entitlements, the environment, civil rights, and healthcare policy making.
Meets the following Gen Ed requirements: Human Institutions and Behavior
Crosslisted with: PPOL 217

PPOL 141: Law and Public Policy (3 Credits)
This course examines the role of law and legal institutions in policy making. Using case studies of historical and contemporary issues, we will assess the strengths, weaknesses and relative effectiveness of different institutions--courts, legislatures, and administrative agencies--in making and enforcing public policy decisions. Students will also learn to read and conduct research in primary legal materials, including court decisions, legislative acts, and administrative regulations.
Note(s): Open to undergraduates only.
Meets the following Gen Ed requirements: Human Institutions and Behavior

PPOL 142: African Politics (3-4 Credits)
Introduces students to the study of contemporary politics in sub-Saharan Africa and provides background on African political history. Focuses on governance, development, and conflict on the continent.
Meets the following Core requirements: International Perspectives

PPOL 143: States and Nations (3 Credits)
Considers the origins, nature, and limitations of the modern state. Examines how nations and nationalism emerge and interact with states. Focus on exclusionary aspects of nation-building, state-building, and citizenship and their role in the social construction of gender and racial identities.
Note(s): Open to sophomores, juniors, seniors, and graduate students.
Meets the following Core requirements: Race, Gender & Power

PPOL 148: Model United Nations (3 Credits)
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.

PPOL 150: Environmental Policy Analysis (4 Credits)
This course is a reading seminar exploring policy responses to environmental problems. We will examine the social and cultural origins of attitudes toward the exploitation and conservation of natural resources, and the institutional structures that shape public policy in this field. American and international case studies will be considered in comparing the effects of ecological crises and policies on different populations and in applying alternative analytical approaches such as political ecology and environmental impact assessment.
Note(s): Graduate students should register for PPOL 235. Open to undergraduates only.

PPOL 151: Political Representation (3-4 Credits)
This course examines political representation in America. Topics include what it means to represent; the different means of representation; to what degree the elected behave consistently with constituents’ preferences; and the accountability of elected officials.
Meets the following Core requirements: Race, Gender & Power

PPOL 152: American Constitutional Law: Fundamental Freedoms (3-4 Credits)
This course provides a study of the legal and political context in the U.S. of freedom of expression, the press, and religion; separation of church and state; equal rights for women and minorities; voting rights; and citizenship. Particular emphasis will be placed on understanding doctrinal understandings of fundamental freedoms and how understandings have changed over time.
Meets the following Core requirements: Critical Analysis
Meets the following Gen Ed requirements: Historical Perspectives

PPOL 157: Minority Political Behavior (3-4 Credits)
This course is designed to survey how different minority groups participate and behave in American politics. We will begin this course with an overview of theories about why social identities influence the way certain individuals participate in politics and how their attitudes are formed. As the United States is quickly becoming a minority-majority country, especially with regard to race and ethnicity, major parties attempt to incorporate minority groups into their respective coalitions. This course covers racial and ethnic minorities, gender, LGBT people, immigrants, and former felons.

PPOL 179: Directed Research (1-3 Credits)
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.
PPOL 180AS: California Politics and Policy: Equity & Opportunity (1-2 Credits)
This unique weekend-only 1-2 credit seminar will cover current political topics in California and is taught by California Assemblymember Rob Bonta. The first weekend (required) will cover Healthcare for all, Affordable Housing, Immigrants’ Rights, Environmental Justice, & Gun Violence and will incorporate guest speakers and a mock State Legislature or Campaign. The second (optional) weekend will cover Poverty & Income Inequality, Educational Equity, Women’s Equity, Cannabis Policy, and Criminal Justice. This second weekend will be a deeper dive with a longer written legislative proposal.

PPOL 180B: Criminal Justice Law & Policy: Policing, Rights, and Reform (3 Credits)
The police play a critical role in our democracy, protecting the public and enforcing laws. But what are the limits of police authority and what rights do citizens have to be free from the government? Under what circumstances can the police use force, and what tools of enforcement are warranted? This one-weekend, one-credit course is offered as a “deep dive” into these critical criminal justice reform issues that are front and center today. The instructor, a former prosecutor & public defender, and guest speakers will prepare students to think critically about competing policy frameworks.

PPOL 180C: Made in China: Globalization, Policy, and the Environment (3 Credits)
Every day we use items that were made for us in China and other emerging economies. This reading and discussion seminar takes a political ecology approach to examining the chains of production and consumption in the global economic system. We will ask how our purchases affect people and the environment where they are made, how U.S. and global trade policies shape international development, how a U.S.-China rivalry could affect the world, and how actions here could improve social and environmental conditions in exporting countries.

Meets the following Core requirements: International Perspectives

PPOL 180D: Emergency and Disaster Preparedness for Local Governments (1-2 Credits)
In a local emergency or disaster, are you prepared to serve? In the wake of the fires, floods, and mudslides that have recently devastated communities across California, it has become evident that we need to better prepare to ensure the best outcomes when facing natural disasters. This class will provide a foundation for students who plan to serve as municipal staff, elected officials, or lead community-based organizations to understand the decisions that must be made and how to best equip and prepare the communities for such events.

Note(s): Undergraduates should register for 180D. Graduate students should register for 280D. Limit 30 students.

PPOL 180E: Back of the Envelope Estimating for Policy Makers (1 Credit)
For students of policy analysis the most difficult thing to learn, I think, is how to make numerical estimates when time is short or data are scarce. These estimates can be of just about anything: the magnitude of a problem, the cost of a program, the value of a particular activity, or the potential gain from adopting one policy rather than another.” – Fritzie Reisner In this hands-on skills lab, students teams navigate a series of case studies practicing four types of estimate: point, intervals/ boundary, conditional and breakeven. Students will gain experience and confidence with estimating.

PPOL 180F: Organizing for Political Change (1 Credits)

PPOL 180G: Politics and Media (1 Credits)

PPOL 187: Comparative Politics of Social Policy (1-3 Credits)
This course examines the politics behind social welfare policies like national health insurance, financial assistance, and family support programs. It compares the US to countries from around the world, examining several questions. Why does social policy vary across countries? What goals do social policies serve and who benefits or does not? What political processes determine these goals and beneficiaries? When and why are social policies reformed? Can governments under fiscal stress continue to provide supportive social policies?

PPOL 191: Senior Seminar (4 Credits)
As the capstone course for the public policy major, this course functions as an advanced policy analysis and research methods seminar, and also as a forum for students to share experiences in producing a policy thesis analyzing a current policy problem for a government agency or nonprofit organization. Classes are organized around the basic requirements of policy research, focusing on different types of projects you may encounter in your own work. It is expected that you will have identified a client and topic before the beginning of the semester, in consultation with the instructor.
Prerequisite(s): PPOL 100
Note(s): Open to non-majors by consent of instructor. Offered in spring only. Fall graduates should enroll in the class the previous spring. Limit 15 students.
Meets the following Core requirements: Community Engagement
Instructor Consent Required: Y

PPOL 200: Methods of Policy Analysis (3 Credits)
This course aims to prepare citizens to help their communities make informed and effective decisions. We will explore practical applications of the principal methods of policy analysis. These include a variety of quantitative and qualitative analytical tools used by policy analysts to frame issues, generate alternative options, project outcomes, and inform decision making in a democratic society. In addition, we will develop and practice oral and written communication skills relevant to policy analysis, culminating in a policy analysis paper and presentation.
Prerequisite(s): PPOL 210
Note(s): Open to graduate students only.

PPOL 201: Introduction to Statistics (3 Credits)
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.
Note(s): Open to graduate students only.
Crosslisted with: ECON 081, MGMT 281

PPOL 210: Public Policy and Economic Analysis (3 Credits)
This course introduces students to the professional practice of policy analysis, including the uses and limitations of economics in analyzing public problems in their institutional, political, and social contexts. Students develop an understanding the ways in which markets may not produce socially optimal outcomes. They learn how economic concepts inform the definition of social conditions as public problems, the development of policy instruments for addressing problems, and the evaluation of policy outcomes.
Note(s): Open to graduate students only.
PPOL 215: Public Sector Economics: The Economics of Government (3 Credits)
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.
Prerequisite(s): ECON 134

Note(s): Open to graduate students only.

PPOL 216: Qualitative Methods in Policy Research (3 Credits)
Introduces students to the theory and methods of qualitative research, including philosophical foundations, formulation of research questions, negotiation of entry and access, the ethics of fieldwork, sampling, data collection techniques, recording and transcription, analysis and presentation of qualitative data, and the evaluation of qualitative research. Students will be required to conduct some field research, such as a few interviews and some field observations, so the course will be particularly appropriate to those engaging in, or preparing for, a research project.
Note(s): Open to graduate students only.

PPOL 217: Ethical Reasoning in Politics and Public Policy (3 Credits)
Investigation of major normative disputes in such areas as public assistance and entitlements, the environment, civil rights, and healthcare policy making. An examination of the difficulties of applying ethical argument to policy making.
Note(s): Open to graduate students only.

PPOL 218: Women's Leadership in Politics: Theory and Practice (3 Credits)
This course explores the challenges and opportunities in women's political participation in the U.S. and prepares women for effective political engagement. We begin by looking at the history of women's participation, move into understanding how the political process works, and end with practical preparation. Students hear from women who have worked in politics as candidates and electeds, campaign consultants, and staffers. This course affords students an opportunity to develop both a theoretical understanding of gender and politics and practical skills for their own participation.
Note(s): Open to graduate students only.

PPOL 220: Organizational Efficacy (3 Credits)
Designed for those planning to work with nonprofit or public-sector organizations, this course covers key factors in organizational performance in those sectors. Through case analyses and exercises, students learn to assess strategy, structure, culture, and operations, and become familiar with various management techniques, such as performance management, group decision-making, and dispute resolution. The aim throughout is to develop capacity for reflective practice rather than mechanical application of formulaic approaches to organizational challenges.
Note(s): This is a required course for the MPP. Limit 25 students. Open to graduate students only.

PPOL 221: Political Efficacy (3 Credits)
A major challenge for any policy analyst and policy change agent is to match policy design to the requirements for enactment and implementation. This course will offer a practicum in political feasibility, first teaching the student how to do an institutional inventory of major organizations and institutions necessary for implementation of specific policies. Students will also examine the political environment of specific policy arenas and learn strategies for coalition building, negotiation, and generating public support.
Note(s): This is a required course for the MPP. Limit 30 students. Open to graduate students only.

PPOL 225: Simulation in the Social and Policy Sciences (3-4 Credits)
In this advanced hands-on class, students are introduced to computer applications used for simulation and analysis in the social and policy sciences. Topics vary, but typically include advanced applications of standard desktop software, statistical packages, relational databases, network analysis, geographic information systems, intelligent agent models, and systems dynamics simulation. Data and examples are drawn from economics, history, political science, public policy, anthropology, and sociology.
Note(s): Students expected to possess basic computer skills and an openness to things mathematical and to have undertaken previous course work in social sciences beyond the introductory level. Limit 15 students. Open to graduate students only.

PPOL 227: Local and Community Policy Making, Planning, and Management (3 Credits)
This course covers analytical techniques and management practices for policy making at the local level. Substantive learning goals include understanding the varying needs and opportunities of “localities” and “communities”; appreciating the role of local government and community-based organizations; and the application of geographic information systems (GIS) to local issues such as transportation, environment, and housing. Course material is drawn from the Bay Area and students undertake a field practicum as part of the course.
Note(s): This is a required course for the MPP. Limit 25 students. Open to graduate students only.

Instructor Consent Required: Y

PPOL 230: Integrative Core I: Application/Integration of Policy Analysis Frameworks (3 Credits)
The Integrative Core sequence, a two-semester capstone of the MPP Program, is designed to integrate and deepen skills developed in the foundation courses. Students analyze a series of policy and managerial problems, using foundation skills along with new techniques introduced in this course. Methodological tools include statistical techniques, organizational analysis, economics, political analysis, legal and ethical reasoning, and other social science frameworks.
Prerequisite(s): PPOL 200 and PPOL 201 and PPOL 215
Note(s): This is a required course for the MPP. Prerequisite courses are also crosslisted at the undergraduate level (PPOL 100, ECON 081, ECON 134). Open to graduate students only.

Instructor Consent Required: Y
PPOL 231: Integrative Core II: Application/Integration of Policy Analysis Frameworks (3 Credits)
This second semester of the MPP Integrative Core sequence serves as a research seminar for students writing their Masters Policy Reports (MPRs). By the first class meeting, each student will have identified a government agency or nonprofit organization that will serve as the client, and will have specified a policy problem facing that agency or organization to be the focus of the MPR research. Students will give presentations on the progress of their projects, provide feedback to each others’ presentations and written drafts, and discuss relevant methodological issues.
Prerequisite(s): PPOL 230
Note(s): Open to MPP candidates in their final semester only. Limit 30 students. Open to graduate students only.
Instructor Consent Required: Y

PPOL 235: Environmental Policy Analysis (3 Credits)
This course is a reading seminar exploring political responses to environmental problems. Students will examine the social and cultural origins of attitudes toward the exploitation and conservation of natural resources, and the institutional structures that shape public policy in this field. American and international case studies will be considered in comparing the effects of ecological crises and policies on different populations and in applying alternative analytical approaches such as political ecology and environmental impact assessment.
Note(s): Open to graduate students only.

PPOL 241: Law and Public Policy (3 Credits)
This course examines the role of law and legal institutions in policy making. Using case studies of historical and contemporary issues, we will assess the strengths, weaknesses and relative effectiveness of different institutions—courts, legislatures, and administrative agencies—in making and enforcing public policy decisions. Students will also learn to read and conduct research in primary legal materials, including court decisions, legislative acts, and administrative regulations.
Note(s): Open to graduate students only.

PPOL 280: Special Topics (1-4 Credits)
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.

PPOL 280A: California Politics and Policy: Equity & Opportunity (1-2 Credits)
This unique weekend-only 1-2 credit seminar will cover current political topics in California and is taught by California Assemblymember Rob Bonta. The first weekend (required) will cover Healthcare for all, Affordable Housing, Immigrants’ Rights, Environmental Justice, & Gun Violence and will incorporate guest speakers and a mock State Legislature or Campaign. The second (optional) weekend will cover Poverty & Income Inequality, Educational Equity, Women’s Equity, Cannabis Policy, and Criminal Justice. This second weekend will be a deeper dive with a longer written legislative proposal.
Note(s): Open to graduate students only.

PPOL 280B: Criminal Justice Law & Policy: Policing, Rights, and Reform (3 Credits)
The police play a critical role in our democracy, protecting the public and enforcing laws. But what are the limits of police authority and what rights do citizens have to be free from the government? Under what circumstances can the police use force, and what tools of enforcement are warranted? This one-weekend, one-credit course is offered as a “deep dive” into these critical criminal justice reform issues that are front and center today. The instructor, a former prosecutor & public defender, and guest speakers will prepare students to think critically about competing policy frameworks.
Note(s): Open to graduate students only.

PPOL 280C: Made in China: Globalization, Policy, and the Environment (3 Credits)
Every day we use items that were made for us in China and other emerging economies. This reading and discussion seminar takes a political ecology approach to examining the chains of production and consumption in the global economic system. We will ask how our purchases affect people and the environment where they are made, how U.S. and global trade policies shape international development, how a U.S.-China rivalry could affect the world, and how actions here could improve social and environmental conditions in exporting countries.
Note(s): Open to graduate students only.

PPOL 280D: Emergency and Disaster Preparedness for Local Governments (1-2 Credits)
In a local emergency or disaster, are you prepared to serve? In the wake of the fires, floods, and mudslides that have recently devastated communities across California, it has become evident that we need to better prepare to ensure the best outcomes when facing natural disasters. This class will provide a foundation for students who plan to serve as municipal staff, elected officials, or lead community-based organizations to understand the decisions that must be made and how to best equip and prepare the communities for such events.
Note(s): Undergraduates should register for 180D. Graduate students should register for 280D. Limit 30 students.

PPOL 280E: Back of the Envelope Estimating for Policy Makers (1 Credit)
For students of policy analysis the most difficult thing to learn, I think, is how to make numerical estimates when time is short or data are scarce. These estimates can be of just about anything: the magnitude of a problem, the cost of a program, the value of a particular activity, or the potential gain from adopting one policy rather than another.” – Fritzie Reisner In this hands-on skills lab, students teams navigate a series of case studies practicing four types of estimate: point, intervals/ boundary, conditional and breakeven. Students will gain experience and confidence with estimating.
Note(s): Open to graduate students only.
PPOL 292: Business, Policy, and Society (3 Credits)
With increasing interdependence between private, public, and non-profit sectors, it is important to understand how they act and interact—in regulation, contracting, and partnerships—and how the public interest may be affected by interactions and blurring boundaries. We will examine the predominant characteristics of the different sectors and will analyze productive versus unsuccessful interactions. This course is a capstone for 3rd-year MPP/MBA students and is available as an elective to MBA and MPP students in their last year of study (or by consent of instructor).

**Note(s):** The course is a capstone for 3rd-year MPP/MBA students and is available as an elective to MBA and MPP students in their last year of study (or with consent of instructor). Limit 25 students. Open to graduate students only.
REL 040: Introduction to the Study of Religions (3 Credits)
This course introduces key concepts and theoretical questions in
the academic study of religion drawing on methodology and the
content of multiple disciplines. It explores the ways in which religious
thought, texts, rituals, and phenomena function in different traditions
and in different historical and geographical contexts within traditions.
Students will examine the ways in which religious identity interacts with
other aspects of identity such as gender, class, ability, race, sexuality,
and national origin.

Note(s): Open to undergraduates only.
Meets the following Gen Ed requirements: Human Institutions and
Behavior, Multicultural Perspectives

REL 180: Special Topics (3-4 Credits)
SAW PROGRAM (SAW)

SAW 001: Summer Academic Workshop for Leaders and Scholars (2 Credits)
The four-week course focuses on the intersection of race, ethnicity, class, gender, and sexual orientation. Students are introduced to college-level work through 88 hours of rigorous classroom instruction. The course has four modules: English, mathematics, social justice, and sociology. The English instructor uses the primary text from the sociological inquiry module. Students spend an additional 42 hours in three workshops: Sociology, Study Skills, and Writing.

Notes: Limited to SAW students.
Pass/No Pass Only
SOCIAL SCIENCE (SOSC)

SOSC 093: Law and Society (3 Credits)
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, including crime and corrections, the socio-legal construction of disputes, and backlash to social change litigation.

Meets the following Gen Ed requirements: Human Institutions and Behavior, Written Communication

SOSC 120: Women and the Law (3 Credits)
The legal status of women, with special attention to the progression of American laws and judicial decisions relating to women’s rights.

Note(s): Open to undergraduates only.

Meets the following Gen Ed requirements: Human Institutions and Behavior, Women and Gender

SOSC 180: Special Topics in Social Science (3 Credits)
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.

SOSC 183: Advanced Seminar in Social Science (3 Credits)
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.

Note(s): Open to undergraduates only.

SOSC 198: INTERNSHIP (0.25-1 Credits)
SOCIology (SOC)

SOC 055: Introduction to Sociology (3 Credits)
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.

Meets the following Core requirements: Critical Analysis
Meets the following Gen Ed requirements: Human Institutions and Behavior

SOC 058: Social Problems (3 Credits)
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.

Note(s): Service learning component is optional.

SOC 060: Business & Society (3-4 Credits)
This course will introduce students to an analysis of how businesses and other organizations interact with the communities around them. Students will learn about the social impacts of businesses and how social entrepreneurship bridges social goals and business plans. Nonprofit organizations will also be discussed as organizations working within the larger social context. Students will also learn about organizations and inequality.

SOC 091: Methods of Social Research with Lab (4 Credits)
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.

Prerequisite(s): SOC 055

SOC 094: Sociology of Mass Communication (3 Credits)
This course is designed as an introductory sociological study of mass communications. It is intended to provide an understanding of the interaction between individuals, media, and society; analytic insight into how media content is created and disseminated; and knowledge of the organizational structures of various mass media. Advertising, news, politics, gender, class, and race issues are examined.

SOC 101: Sociology of Families (3-4 Credits)
How do families change over time and across cultures? Is divorce bad for children? Do children raised by LGBT+ parents have better or worse outcomes than children raised by heterosexual couples? How do racism and economic opportunities shape marriage rates? This course explores controversial issues for families and uses a sociological lens to understand how race, gender, sexuality, and class shape the way families are organized.

Meets the following Core requirements: Race, Gender & Power

SOC 108: Urban Sociology (3 Credits)
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.

SOC 112: Social Control (3 Credits)
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.

SOC 116: History of Sociological Thought (3 Credits)
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.

Prerequisite(s): SOC 055 or ANTH 058

SOC 129: Race and Ethnic Relations in the U.S. (3 Credits)
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.

Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives

SOC 134: Social Inequality (3 Credits)
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, lifestyles, and cultural values.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

SOC 142: Medical Sociology (3 Credits)
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 healthcare providers, physician socialization, the distribution of diseases and medical resources, ethical issues in healthcare, and women in the health system.

Note(s): Service learning component is optional. Open to sophomores, juniors, seniors, and graduate students.

Instructor Consent Required: Y

SOC 144: Sociology of Childhood (3-4 Credits)
How are children's lives different across class and race in the United States? Why are some children seen as dangerous and others in need of protection and care? What are the pros and cons of treating teenagers as children? This course explores the ways that education, family structure, the criminal justice system, and the child welfare system affect the lives of children in the U.S. Special attention will be paid to intersections of race, class, gender, immigration, and sexuality.

Meets the following Core requirements: Community Engagement, Race, Gender & Power
SOC 145: Sociology of Education (3-4 Credits)
This course is organized around issues of diversity, acculturation, and quality in educating children and adults in the United States. Students will examine the dynamic complexities of formal education as it reflects the norms, values, mores, and traditions of the society. Utilizing structural-functionalist, symbolic interaction, and conflict theories, we will explore the processes of social control and social change endemic to the American system of education and its attendant institutions. United States educational policies are critically assessed through cross-national comparisons.

Notes: Limited to 25 undergraduate and 6 graduate students. Open to sophomores, juniors, seniors, and graduate students.
Meets the following Core requirements: Community Engagement
Meets the following Gen Ed requirements: Multicultural Perspectives
Instructor Consent Required: Y

SOC 146: Sociology of Hip-Hop (3-4 Credits)
This course investigates the social, political, and economic context of hip-hop in the post-civil rights U.S. Urban areas have changed in profound ways during this time with increased policing, drugs and the drug wars, persistent racism, failing schools, increased joblessness, and dramatically changing family structures, all of which have shaped hip-hop. The course examines these sociological issues and their expression in the four foundational elements of hip-hop: rapping, DJ-ing, breaking, and graffiti art, as well as spoken word, hip-hop leadership, and politics.

Notes: Open to undergraduates only. Open to sophomores, juniors, and seniors only.
Meets the following Core requirements: Community Engagement, Race, Gender & Power

SOC 149: Sociology of U.S. Immigration (3-4 Credits)
This course examines contemporary immigration to the U.S. within a historical context. Key themes include the relationship between immigration and the economy, education, language, politics, and ethnic identity. The history of U.S. immigration policy is central to our examination of racial and ethnic discrimination and assimilation. In addition, we will compare the immigration experiences of various ethnic groups such as Europeans, Asians, Pacific Islanders, Mexicans, Central Americans, Africans, Middle Easterners, and others.

Meets the following Core requirements: Community Engagement, Race, Gender & Power

SOC 149SL: Sociology of U.S. Immigration (4 Credits)
This course examines contemporary immigration to the U.S. within a historical context. Key themes include the relationship between immigration and the economy, education, language, politics, and ethnic identity. The history of U.S. immigration policy is central to our examination of racial and ethnic discrimination and assimilation. In addition, we will compare the immigration experiences of various ethnic groups such as Europeans, Asians, Pacific Islanders, Mexicans, Central Americans, Africans, Middle Easterners, and others.

Meets the following Core requirements: Community Engagement, Race, Gender & Power

SOC 155: SOCIAL PSYCHOLOGY (0.25-1.25 Credits)
SOC 156: Sociology of Oakland (4 Credits)
This course is a sociological examination of the city of Oakland. The focus is on postwar development and the race, gender and class dynamics that have shaped the city. The course focuses on four sociological themes: housing, education, crime, and activism. Students will analyze quantitative and qualitative data to understand the sociological issues facing the city and possibilities for social change. The course will also use community engaged learning practices to connect readings to organizations and people in the city of Oakland.

Meets the following Core requirements: Critical Analysis, Community Engagement, Race, Gender & Power

SOC 158: Gender and Society (3 Credits)
The course investigates gender inequality in the United States with some global comparison. Focus is on social construction of femininity, masculinity, gendered violence, wage gap, intersectionality, family, work, health, media, and social movements.

Meets the following Gen Ed requirements: Women and Gender

SOC 159: Sociology of Hip-Hop (3-4 Credits)
This course investigates the social, political, and economic context of hip-hop in the post-civil rights U.S. Urban areas have changed in profound ways during this time with increased policing, drugs and the drug wars, persistent racism, failing schools, increased joblessness, and dramatically changing family structures, all of which have shaped hip-hop. The course examines these sociological issues and their expression in the four foundational elements of hip-hop: rapping, DJ-ing, breaking, and graffiti art, as well as spoken word, hip-hop leadership, and politics.

Notes: Open to undergraduates only. Open to sophomores, juniors, and seniors only.
Meets the following Core requirements: Community Engagement, Race, Gender & Power

SOC 160: Political Sociology (3 Credits)
Introduction to the dynamics of power in society, from small group interactions to national and international actions and interactions. Emphasis is on American political institutions and participation. Special attention is placed on the economy, race/ethnicity, gender, citizenship, nation building, and federalism on modern political processes.

Meets the following Gen Ed requirements: Multicultural Perspectives

SOC 172: Body Politics: Race, Gender, and Power (3-4 Credits)
Cosmetic surgery, skin bleaching, reproductive justice, and dancing: what do they all have in common? Body politics. The course will focus on topics such as policing and the construction of criminal bodies, the beauty industry and the construction of ugly bodies, healthcare and the construction of sick bodies, reproductive justice and the construction of fertile/irresponsible bodies. The readings will offer an intersectional approach to studying the body by looking at race, gender, class, citizenship, abilities, and sexuality.

Meets the following Core requirements: Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

SOC 179: Directed Research (0.25-1.25 Credits)
This course is designed for students to complete an independent research project under the guidance of a faculty mentor. The project may involve quantitative or qualitative methods and can include topics such as social inequalities, social movements, or social problems. Students will develop research questions, conduct data collection, and analyze their findings.

Prerequisite(s): SOC 091 or ANTH 057
Note(s): Junior standing required.
Instructor Consent Required: Y

SOC 180: Special Topics in Sociology (3 Credits)
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.

SOC 180S: Body Politics (3-4 Credits)
Meets the following Core requirements: Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

SOC 190: Proseminar in Sociology (4 Credits)
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.

Prerequisite(s): SOC 091 or ANTH 057
Note(s): Junior standing required.
Instructor Consent Required: Y
SOC 191: Senior Seminar (4 Credits)
Directed original research and senior projects.

Prerequisites: SOC 091 and SOC 190

Notes: Prerequisite: Senior standing; consent of instructor for juniors and non-majors. Limit 25 students. Open to juniors and seniors only.

Meets the following Core requirements: Written and Oral Communication II

Meets the following Gen Ed requirements: Written Communication

SOC 194: Sociology of Mass Communication (3 Credits)
This course is designed as an introductory sociological study of mass communications. It is intended to provide an understanding of the interaction between individuals, media, and society; analytic insight into how media content is created and disseminated; and knowledge of the organizational structures of various mass media. Advertising, news, politics, gender, class, and race issues are examined.

Notes: Limited to 25 undergraduate and 6 graduate students. Open to graduate students only.

Instructor Consent Required: Y

SOC 245: Sociology of Education (4 Credits)
This course is organized around issues of diversity, acculturation, and quality in educating children and adults in the United States. Students will examine the dynamic complexities of formal education as it reflects the norms, values, mores, and traditions of the society. Utilizing structural-functional, symbolic interaction, and conflict theories, we will explore the processes of social control and social change endemic to the American system of education and its attendant institutions. United States educational policies are critically assessed through cross-national comparisons with coun

Notes: Limited to 25 undergraduate and 6 graduate students. Open to graduate students only.
SPANISH & SPANISH-AMERICAN STUDIES (SPAN)

SPAN 001: Elementary Spanish I (4 Credits)
Introduction to basic elements of the language; development of skills in listening, speaking, reading, and writing. Equivalent to two years of high school Spanish.
Meets the following Core requirements: International Perspectives, Language Other than English

SPAN 002: Elementary Spanish II (4 Credits)
Further development of listening, speaking, reading, and writing. Equivalent to two years of high school Spanish.
Prerequisite(s): SPAN 001
Note(s): Prerequisite: Completion of SPAN 001 with a grade of "C+" or higher, consent of instructor, or 12-23 points in placement test. Limit 20 students.
Meets the following Core requirements: International Perspectives, Language Other than English

SPAN 003: Intermediate Spanish III (4 Credits)
Review of grammar and development of writing skills, combined with readings of literary and cultural texts. Students develop relevant communicative competence in different contexts. The hybrid format of this course combines classroom instruction with technologically based materials where learning takes place both face-to-face and online.
Prerequisite(s): SPAN 002
Note(s): Completion of SPAN 002 with a grade of "C+" or higher, consent of instructor, or 24-35 points in placement test. Limit 20 students.
Meets the following Core requirements: International Perspectives, Language Other than English

Instructor Consent Required: Y

SPAN 004: Intermediate Spanish IV (4 Credits)
Development of all language skills through exercises and reading of literary and cultural texts. Focus on more complex grammar concepts and further practice on composition.
Prerequisite(s): SPAN 003
Note(s): Completion of SPAN 003 with a grade of "C+" or higher, consent of instructor, or 36-48 points in placement test. Limit 15 students.
Meets the following Core requirements: International Perspectives, Language Other than English

SPAN 051: Spanish for Spanish Speakers: Language, Culture, and Identity (4 Credits)
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.
Note(s): Offered fall or spring. Check course schedule for availability. Open to all heritage/home-background Spanish speakers only. Limit 15 students. Open to undergraduates only.
Meets the following Core requirements: International Perspectives, Language Other than English, Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives

SPAN 052: Intermediate Oral Skills Through Readings and Writing (3 Credits)
This course is intended for students who have completed or are taking SPAN 003, or have an equivalent or higher level of linguistic proficiency in Spanish. The development of oral skills and grammar topics are addressed through a variety of texts, with emphasis on the modern press. Students are required to engage in discussion and must complete compositions and oral reports based on cultural materials.
Prerequisite(s): SPAN 003
Note(s): Completion of SPAN 003 with a grade of "C+" or higher or consent of instructor. Students may take SPAN 003 or SPAN 004 concurrently, with consent of instructor. May be repeated with consent of instructor as SPAN 152. Limit 15 students.
Meets the following Core requirements: International Perspectives, Language Other than English, Written and Oral Communication II

SPAN 101: Advanced Spanish Grammar, Composition and Translation (4 Credits)
The course is aimed at students who wish to increase accuracy in writing Spanish. It combines the development of writing skills by way of grammar review, reading and translation. Particular attention is given to formal and stylistic features of different types of texts, as well as the practice and critique of translations of a range of materials primary from English to Spanish.
Prerequisite(s): SPAN 004
Note(s): Completion of SPAN 004 with a grade of "C+" or higher, consent of instructor, or 48–57 points on placement test. Graduate students need consent of instructor. Limit 15 students.
Meets the following Core requirements: Language Other than English, Written and Oral Communication II

SPAN 140: Introduction to Hispanic Literatures (3 Credits)
Emphasizes the acquisition of skills for enhancing reading literacy in a wide format of Hispanic texts. Special regard is given to the implicative 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.
Prerequisite(s): SPAN 004
Note(s): Completion of SPAN 004 with a grade of "C+" or higher, or consent of instructor. Limit 20 students.
Meets the following Core requirements: International Perspectives, Language Other than English
Meets the following Gen Ed requirements: Multicultural Perspectives
SPAN 151: Spanish for Spanish Speakers: Language, Culture, and Identity (4 Credits)
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.

Note(s): Offered fall or spring. Check course schedule for availability. Open to all heritage/home-background Spanish speakers only. Limit 15 students. Open to undergraduates only.

Meets the following Core requirements: International Perspectives, Language Other than English, Race, Gender & Power

SPAN 152: Intermediate Oral Skills Through Readings and Writing (3 Credits)
This course is intended for students who have completed or are taking SPAN 003 or have an equivalent or higher level of linguistic proficiency in Spanish. The development of oral skills and grammar topics are addressed through a variety of texts, with emphasis on the modern press. Students are required to engage in discussion and must complete compositions and oral reports based on cultural materials.

Prerequisite(s): SPAN 003

Note(s): Completion of SPAN 003 with a grade of C+ or higher consent of instructor. Students may take SPAN 003 or SPAN 004 concurrently, with consent of instructor. May be repeated with consent of instructor as SPAN 152. Limit 15 students.

Meets the following Core requirements: Language Other than English

SPAN 153: Poetry Workshop (4-3 Credits)
An introduction to the writing of poetry. Students will read and discuss a wide range of poems in Spanish. Writing exercises, completed regularly, will stem from the readings and aim to stretch both skill and experimentation. In-class discussion of original poems. Students will write in Spanish or in a bilingual (Spanish/English) format. A workshop course with frequent teacher-student conferences.

Note(s): Students need to demonstrate Spanish language competency on a placement examination. Limit 15 students.

Meets the following Core requirements: Create, Innovate & Experiment, Written and Oral Communication II

Instructor Consent Required: Y

SPAN 154: Fiction Workshop (4 Credits)
A workshop for students with little or not experience in writing fiction. The class focuses on the elements of fiction: plot, character, points of view, description, and structure. In addition, students are asked to read and discuss fiction by Latin American, Spanish and Latina(o) writers, to critique each other’s work and to write and revise at least one short story. Students will write in Spanish or in a bilingual (Spanish/English) format and receive feedback from their instructor as an important part of their writing process.

Meets the following Core requirements: Create, Innovate & Experiment, Written and Oral Communication II

SPAN 172: Intersections of Art and Poetry (3 Credits)
The focus of this course is experimental poetry. Includes some discussions of the European and Latin American avant-gardes as expressed in Dadaism, Surrealism, Estridentismo, Dau-al-Set, Postismo, Visual Poetry and other artistic-literary currents. Works by Vicente Huidobro, Juan José Tablada, Federico García Lorca, Rafael Alberti, Alejandra Pizarnik, Ana Hatherly, Joan Brossa, J.M. Calleja, Xavier Canals, Gustavo Vega and Magali Alabau.

Prerequisite(s): SPAN 140

Note(s): Prerequisite: SPAN 140 (240) or consent of instructor. Limit 20 students.

Meets the following Core requirements: Create, Innovate & Experiment, International Perspectives

SPAN 173: Contemporary Latin American, Spanish and U.S. Latina(o) Short Fiction (3 Credits)
Study of major Latin American literary movements and U.S. Latina(o) trends as reflected in the development of short fiction from the early 1900s to the present.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

Meets the following Core requirements: Language Other than English

SPAN 175: The 20th-Century Hispanic Novel (3 Credits)
A study of the major trends in the contemporary Spanish and Latin American novel and novela corta, through the best-known texts of representative authors such as Arenas, Bombal, Carpenter, Fuentes, Guerra Garrido, Glantz, Goldenberg, Martin Gaite, Mastretta, Padura and Poniatowska

Prerequisite(s): SPAN 140

Note(s): Offered Fall OR Spring. Check course schedule for availability. Limit 20 students.

Meets the following Core requirements: International Perspectives, Language Other than English

SPAN 176: Special Topics in Hispanic Literatures (3 Credits)
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, Magical Realism, and modern & contemporary Hispanic and U.S. Latina(o) theater. May be repeated for credit when topics differ.

Prerequisite(s): SPAN 140

Note(s): Check course schedule for availability. Limit 20 students.

Meets the following Core requirements: Critical Analysis, Language Other than English

Meets the following Gen Ed requirements: Creation and Criticism in the Arts

SPAN 180: Magical Realism in Hispanic Literature and Culture (3 Credits)
The content of this course centers on 20th and 21st-century fiction, and also includes short critical essays, film clips, and other cultural documents such as murals and installations, to showcase the multiple intersections between the Magical Realist literary texts and their historical, social, political, and cultural contexts of meaning. Key topics to be covered are the various specificities of Magical Realism and their structural, semiotic, and aesthetic relations with Surrealism and the Fantastic in contemporary Hispanic fiction. The course is conducted in Spanish.

Meets the following Core requirements: Critical Analysis, Language Other than English

Meets the following Gen Ed requirements: Creation and Criticism in the Arts
SPAN 183: Seminar in Iberian, Latin American and U.S. Latina(o) Literatures (3 Credits)
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.
Prerequisite(s): SPAN 140
Note(s): Not open to first-year students. Advanced proficiency in Spanish is required. Limit 15 students. Open to sophomores, juniors, seniors, and graduate students.
Meets the following Core requirements: International Perspectives, Written and Oral Communication II

SPAN 191: Senior Thesis (3 Credits)
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.
Meets the following Core requirements: International Perspectives, Written and Oral Communication II

SPAN 201: Advanced Spanish Grammar, Composition and Translation (1-3 Credits)
The course is aimed at students who wish to increase accuracy in writing Spanish. It combines the development of writing skills by way of grammar review, reading and translation. Particular attention is given to formal and stylistic features of different types of texts, as well as the practice and critique of translations of a range of materials primary from English to Spanish.
Note(s): Completion of SPAN 004 with a grade of “C+” or higher, consent of instructor, or 48–57 points on placement test for undergraduate students. Graduate students need consent of instructor. Limit 15 students.
Instructor Consent Required: Y

SPAN 253: Poetry Workshop (4-4 Credits)
An introduction to the writing of poetry. Students will read and discuss a wide range of poems in Spanish. Writing exercises, completed regularly, will stem from the readings and aim to stretch both skill and experimentation. In-class discussion of original poems. Students will write in Spanish or in a bilingual (Spanish/English) format. A workshop course with frequent teacher-student conferences.
Note(s): Students need to demonstrate Spanish language competency on a placement examination. Limit 15 students.
Instructor Consent Required: Y

SPAN 254: Fiction Workshop (4 Credits)
A workshop for students with little or not experience in writing fiction. The class focuses on the elements of fiction: plot, character, points of view, description, and structure. In addition, students are asked to read and discuss fiction by Latin American, Spanish and Latina(o) writers, to critique each other’s work and to write and revise at least one short story. Students will write in Spanish or in a bilingual (Spanish/English) format and receive feedback from their instructor as an important part of their writing process.

SPAN 273: Contemporary Latin American, Spanish and U.S. Latina(o) Short Fiction (3 Credits)
Study of major Latin American literary movements and U.S. Latina(o) trends as reflected in the development of short fiction from the early 1900s to the present.
Note(s): Open to graduate students only.

SPAN 280: Special Topics in Hispanic Literatures (3 Credits)
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, Magical Realism, and modern & contemporary Hispanic and U.S. Latina(o) theater. May be repeated for credit when topics differ.
Prerequisite(s): SPAN 140
Note(s): Check course schedule for availability. Limit 20 students.
THEATER STUDIES (THS)

THS 004: Acting Fundamentals I (2-3 Credits)
Acting Fundamentals I is designed to offer students a working knowledge of the basic concepts, skills, and methods of Stanislavski-based acting techniques. The class will also provide students with the opportunity to understand how these techniques help strengthen their powers of critical thinking, imagination, and creativity.

THS 017: Embodied Movement (1 Credits)
This practicum course aims at developing students’ ability to explore their own physicality in order to communicate using the body language. Throughout the semester, exercises based on Laban Movement Analysis, will challenge each individual to step out of their comfort zone by exploring various gestural and full body movements. This research into the world of “body language” embraces all abilities and helps students appreciate their own individuality, as well as equips them to physically develop theatrical characters.

THS 020: Communication, Presence and Public Speaking (3 Credits)
Communication, Presence, and Public Speaking will train students to be persuasive, embodied communicators, which is especially vital now that technology compels us to engage with speed, flexibility, and efficiency in the public sphere. Through this course, students will build an understanding of communicative clarity, rhetorical force, and authenticity by honing vocal delivery, physical presence, and embodiment. They will acquire refined skills in text analysis, bodily carriage, and gestural clarity that will support successful communication in a variety of public settings.

Meets the following Core requirements: Written and Oral Communication

Meets the following Gen Ed requirements: Written Communication

THS 106: Acting Fundamentals II (2-3 Credits)
This course gives students practical experience in preparing, rehearsing, and performing scenes from a play. Text analysis, character development, script scoring, and other process-oriented techniques will be used. Scene work will enable students to practically apply the vocabulary and building blocks of acting.

Prerequisite(s): THS 004

THS 120: Communication, Presence and Public Speaking (3 Credits)
Communication, Presence, and Public Speaking will train students to be persuasive, embodied communicators, which is especially vital now that technology compels us to engage with speed, flexibility, and efficiency in the public sphere. Through this course, students will build an understanding of communicative clarity, rhetorical force, and authenticity by honing vocal delivery, physical presence, and embodiment. They will acquire refined skills in text analysis, bodily carriage, and gestural clarity that will support successful communication in a variety of public settings.

Meets the following Core requirements: Written and Oral Communication

Meets the following Gen Ed requirements: Written Communication

THS 137: Performance (4 Credits)
This course challenges students to bring together all their developing skills in collaboration with others to create a fully developed production. Credit is awarded for back-stage production, the acting of a role, stage-managing, and choreographing.

Prerequisite(s): THS 004

THS 141: Acting Methods (3 Credits)
This course challenges students to bring together all their developing skills in collaboration with others to create a fully developed production. Credit is awarded for back-stage production, the acting of a role, stage-managing, and choreographing.

Prerequisite(s): THS 004

THS 143: Acting for Camera (3 Credits)
This course introduces students to the skills required for script, character development, and performance for on-camera acting. Emphasis is placed on lecture/studio lab course work. The course is designed to give the student—actor a foundation in skills and techniques employed in acting for the camera.

Prerequisite(s): THS 004

THS 160: Topics in Musical Theater (3 Credits)
This course examines musical theater literature chronologically, with emphasis on the development of the most important musicals of the 20th and 21st centuries. The course requires analysis through research and writing.

THS 164: History of Theater (3 Credits)
History of Theater explores the development of the heroic imperative in dramatic literature. Emphasis will be placed on the importance of the hero and how the heroic imperative has changed through three major historical periods. An understanding of the influences that helped bring about these changes will also be examined.

Meets the following Core requirements: Critical Analysis

Meets the following Gen Ed requirements: Creation and Criticism in the Arts, Historical Perspectives

THS 168: Directing (2-3 Credits)
This course will introduce the basics of directing and staging techniques for the stage. There will be a focus on an examination of the fundamentals of blocking, script analysis, play structure and the development of a cohesive aesthetic.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

THS 175A: Documentary Theater/Playwriting (2-3 Credits)
In this course we will be creating a documentary theater piece around a topic central to the community. It will be based on interviews conducted with citizens who have something to say about their intimate relationship to the topic. THS 175 A will be used to acquaint the students with the history of the project’s theme. Students will be guided in the collection of video interviews of subjects. They will then transcribe, edit and collate information into a script. Students will be encouraged but not required to enroll for THS 175B in the Spring.

Meets the following Core requirements: Community Engagement, Create, Innovate & Experiment

Meets the following Gen Ed requirements: Creation and Criticism in the Arts

THS 175B: Documentary Theater/Playwriting: Production (2-3 Credits)
Students will be creating a documentary theater piece around a topic central to the community. It will be based on interviews conducted with citizens who have something to say about their intimate relationship to the topic. The B section of the course will be devoted to rehearsing and mounting the play for a production performed by the students. Most of the specifics will be determined by the dynamics of the group and the material that is collected and used. This class is open to actors, composers, videographers, set / costume/lighting designers, production crew.

Meets the following Gen Ed requirements: Creation and Criticism in the Arts
THS 190: Senior Showcase Class (1-4 Credits)
THS 190 is a Capstone Class for Seniors majoring in Theater Studies. The class will include performance and written components. The performance aspect will consist of a public presentation of no more than one half hour to be directed/produced, acted (and possibly written), by the students. The senior performance may reflect a dramatic arc or fall into a non linear structure. It may center on one central theme or a variety of topics. Seniors will be asked to write an analysis/ critique of their process connecting the student’s understanding of drama as an art form to other perspectives.
Prerequisite(s): THS 175B and THS 137 and THS 175A
Note(s): Open to undergraduates only. Open to juniors and seniors only.
Instructor Consent Required: Y

THS 268: Directing (2 Credits)
This course will introduce the basics of directing and staging techniques for the stage. There will be a focus on an examination of the fundamentals of blocking, script analysis, play structure and the development of a cohesive aesthetic.
Note(s): Open to graduate students only.

THS 275A: Documentary Theater/Playwriting (2-3 Credits)
In this course we will be creating a documentary theater piece around a topic central to the community. It will be based on interviews conducted with citizens who have something to say about their intimate relationship to the topic. THS 175 A will be used to acquaint the students with the history of the project’s theme. Students will be guided in the collection of video interviews of subjects. They will then transcribe, edit and collate information into a script. Students will be encouraged but not required to enroll for THS 175B in the Spring.
Note(s): Open to graduate students only.

THS 275B: Documentary Theater/Playwriting: Production (2-3 Credits)
Students will be creating a documentary theater piece around a topic central to the community. It will be based on interviews conducted with citizens who have something to say about their intimate relationship to the topic. The B section of the course will be devoted to rehearsing and mounting the play for a production performed by the students. This is a very organic process. Therefore, most of the specifics will be determined by the dynamics of the group and the material that is collected and used.
Note(s): Open to sophomores, juniors, seniors, and graduate students.
WGSS 071: Introduction to Women's Studies (3 Credits)
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.

Meets the following Core requirements: Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

WGSS 072: Introduction to Queer Studies (4 Credits)
An introduction to key concepts and theoretical questions in the interdisciplinary field of queer studies. This course explores the processes by which sexuality is socially constructed in different historical and geographical contexts, with particular attention to the ways in which sexuality intersects with other categories of difference such as race, gender, class, ability, and national origin. The course introduces students to a range of issues affecting different queer communities and explores historical and contemporary examples of queer resistance.

Meets the following Core requirements: Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

WGSS 101: Feminist and Queer Research Methodologies (4 Credits)
This course explores interdisciplinary methodological approaches to feminist and queer research. The course will pay specific attention to feminist and queer critiques of dominant modes of knowledge production; approaches to studying gender and sexuality in different historical, geographical, and cultural contexts; and the relationship between research and activism. Over the course of the term, students will develop the theoretical and methodological tools for doing feminist and queer research in preparation for embarking on their senior project.

Prerequisite(s): WGSS 071 or WGSS 072

Notes: Open to undergraduates only. Open to sophomores, juniors, and seniors only.

Meets the following Core requirements: Race, Gender & Power
Meets the following Gen Ed requirements: Written and Oral Communication II

WGSS 105: Sexuality and the City (3 Credits)
Urbanization has been a major catalyst in the development of new sexual identities and communities. This course examines this phenomenon and the ways in which the city has been an important place in queer history and politics. Specific issues we will look at include: urban politics, urban migration, segregation, redevelopment and gentrification, homelessness, public housing, access to public space, and policing and criminalization. The course will pay specific attention to queer communities in the San Francisco Bay Area.

Meets the following Core requirements: Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

WGSS 106: Postcolonial Feminist Theory and Literature (3-4 Credits)
This course focuses on key theoretical concepts in postcolonial feminism to examine the relationship between postcoloniality and gender, power and race in the context of de-colonial struggle. We will study the different ways in which postcolonial encounters in South Asia and Africa are shaped by the violence of coloniality in the context of war, migration, diaspora, and gender ideologies, partition and bordering, diaspora, among other framings. We will use literature and cinema to highlight the important transnational feminist cartographies of solidarity and resist.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

WGSS 109: Comparative Studies on Women in Religion (3 Credits)
An introduction to basic concepts and theories which address women and gender in voodoo, Native American traditions, Judaism, Christianity, Islam, and traditional African religions drawing on methodologies and content of multiple disciplines. Attitudes toward the body will be examined in a comparative context as will the meaning of gender in religious symbolism, myth, and ritual. This course will explore gender roles in religion as dynamic rather than fixed categories and will provide a foundation for more advanced work on the topics of women, gender, and sexuality in religious traditions.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: Human Institutions and Behavior, Multicultural Perspectives, Women and Gender

WGSS 110: Sex, Body, and Gender in Early European Societies (3 Credits)
This course explores the intersections of body, sexuality, and gender in Western culture from late antiquity through early modern Europe. Beginning with the common heritage of late antiquity, the course moves into the diversity of constructions of femininity, masculinity, and the range of sexualities in pre-modern Europe. As concepts of body, sex, and gender are heavily influenced by religious belief systems, readings for each section will be drawn from Jewish, Christian, and Muslim (Iberian Peninsular) sources including the use of gender and sexuality in formulations of the religious “other.”

Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives, Women and Gender

WGSS 111: Women, Gender and Cultural Production in the Global South (3-4 Credits)
This course examines the intersections between race, class, gender, sexuality, power and resistance in the framing of cultural production from the global south. We will study the intellectual roots of woman-centered cultural systems and the relationship between culture, identity, and social change. Major topics include social justice theatre, the women of Negritude, South Asian women film directors and diaspora cinema, the role of documentaries in social critique, testimonial literature as subaltern history, border poetics, and feminist eco-criticism.

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

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power
Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender
WGSS 112: Race, Gender, and the Environment (3 Credits)
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.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

WGSS 115: African and Caribbean Literatures (3-4 Credits)
A study of oral traditions, prison writing, testimonial literature, de-colonial resistance, colonial education and de-colonial pedagogy, woman-centered traditions and rituals, women and war, as expressed in selected African and Caribbean texts.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power

Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

WGSS 125: The Politics of Care (3 Credits)
This course examines how race, gender, sexuality and ability shape the organization of care. Simultaneously a site of love and exploitation, intimacy and subordination, kindness and coercion, caring labor presents many contradictions. The course focuses on approaches to theorizing care within Marxist feminism, postcolonial theory, disability studies and queer studies. The course highlights social movements by caregivers and people in need of care, care within queer communities, and other utopian visions of a caring society.

Note(s): Open to undergraduates only. Open to sophomores, juniors, and seniors only.

Meets the following Core requirements: Race, Gender & Power

Meets the following Gen Ed requirements: Women and Gender

WGSS 131: Women in Islam (3 Credits)
Since medieval times, nothing about Islam has perplexed the West more than the role of women. This course examines foundational Islamic texts (in translation) regarding women and gender, interpretations based on those texts, and historical evidence of women's religious and social activities from the sixth century to the present. Discourses around the body-- including sexuality, purity, seclusion, and dress--will be examined in a comparative context. Finally we will consider the Western media treatment of Muslim women before analyzing their active participation in modern revivalist movements.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power

Meets the following Gen Ed requirements: Historical Perspectives, Women and Gender

WGSS 135: Race, Sexuality, and the State (3 Credits)
This course examines the intersections of race and sexuality in processes of US state building and struggles over the meaning of citizenship. Focusing on the welfare system, immigration control, the military, and the criminal justice system, it looks at how the institutions that have exhibited the most control over people of color have engaged in some of the severest practices of sexual and gender regulation. The course explores queer theorizations of state power and the implications of centering issues such as welfare, immigration, militarism, and criminal justice within queer politics.

Note(s): Open to undergraduates only.

Meets the following Core requirements: Race, Gender & Power

Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

WGSS 149: Post-Colonial Conditions: Contemporary Women's Writings from Africa (3-4 Credits)
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), and Calixthe Beyala (Cameroon/France). Issues include women's education, women and nation building, female sexuality, spirituality, exile and expatriate writing, indigenous African feminisms, and changing gender roles. Students will also be introduced to post-colonial theory.

Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

WGSS 150: Gender, Diaspora and Social Issues in Indian Women's Literature and Cinema (3-4 Credits)
A literary, theoretical, and cinematic exploration of how Indian and Indian diasporic women writers and filmmakers from India, the Caribbean, North America, Mauritius, Britain and South Africa reconfigure "migrating" notions of race, class, gender, and nationhood. Issues discussed will include gender concerns, immigration and migration, diasporic citizenship, exile and (non)-belonging, queering diaspora, social inequality, among other topics. Authors and filmmakers include Ismat Chughtai, Mahasweta Devi, Shani Mootoo, Ananda Devi, Mira Nair, Deepa Mehta and others.

Meets the following Core requirements: Critical Analysis, International Perspectives, Race, Gender & Power

Meets the following Gen Ed requirements: Multicultural Perspectives, Women and Gender

WGSS 172: American Indian and Pacific Islander Women (3-4 Credits)
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.

Meets the following Gen Ed requirements: Historical Perspectives, Multicultural Perspectives, Women and Gender
WGSS 175: Transnational Sexualities (3 Credits)
This seminar explores different approaches to theorizing sexuality from a transnational perspective. The class pays particular attention to the ways in which processes such as colonialism and globalization have shaped struggles for sexual liberation. The course covers topics such as globalization and sexual cultures, queer diasporas, sex work, sex trafficking, sex tourism, the politics of AIDS, militarism and sexual violence, and transnational social movements.

Note(s): Open to undergraduates only. Open to juniors and seniors only.

Meets the following Core requirements: International Perspectives, Race, Gender & Power

Meets the following Gen Ed requirements: Women and Gender

WGSS 180A: Spirituality and Sustainability: Global Religions and the Environment (3 Credits)
How do a variety of world spiritual traditions understand the relation between human and non-human entities—non-human animals, the environment, the cosmos. What are the implications of these understandings for our contemporary concepts of environmental sustainability? This course introduces students to the wealth of human perspectives on cosmology and the relationship of entities within those cosmologies. Students will engage in analyses and discussions of power relations between competing worldviews and the role of women's leadership in global environmental movements

Meets the following Core requirements: International Perspectives, Race, Gender & Power

WGSS 182: Feminist and Queer Theories (3 Credits)
An examination of contemporary theories of the identity and oppression of women and queer people, with particular attention to the mutual construction and the intersections of gender, class, race, nationality, and sexuality.

Note(s): By consent of instructor. Limit 20 students. Open to undergraduates only. Open to sophomores, juniors, and seniors only.

Instructor Consent Required: Y

WGSS 187: Fieldwork Study in Women's, Gender and Sexuality Studies (4 Credits)
Supervised fieldwork study for advanced students. Arranged through instructors.

Note(s): Not open to first year students. Open to undergraduates only.

Instructor Consent Required: Y

Pass/No Pass Only

WGSS 190: Gender and Sexuality in Contemporary Art (4 Credits)
This seminar explores two interrelated topics: how women artists revolutionized a male-dominated art world in the past 50 years, and how gender and sexuality became central themes of contemporary art. Starting with the late 1960s, we will study: feminism’s intersections with conceptual art, minimalism, postmodernism, and social practice art; the constant renovation of painting, sculpture, and photography through feminist and queer perspectives; and the profound cultural effects of the reimagining of gender, sexuality, and identity in contemporary art and art scholarship.

Note(s): Open to sophomores, juniors, seniors, and graduate students.

Meets the following Core requirements: Critical Analysis, Race, Gender & Power

Meets the following Gen Ed requirements: Creation and Criticism in the Arts
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# 2018–19 Academic Calendar

## 2019–20 Planning Calendar

## Final Exam Schedule

### Fall | January Term | Spring | Summer

<table>
<thead>
<tr>
<th>Fall Semester 2018</th>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday–Wednesday</td>
<td>April 2–11</td>
<td>Priority Registration for continuing and returning students, fall 2018</td>
</tr>
<tr>
<td>Thursday–Tuesday</td>
<td>April 12–June 26</td>
<td>Registration open for all continuing and returning students, fall 2018</td>
</tr>
<tr>
<td>Wednesday–Monday</td>
<td>June 27–July 2</td>
<td>Registration closed</td>
</tr>
<tr>
<td>Tuesday–Sunday</td>
<td>July 3–July 29</td>
<td>Registration reopens</td>
</tr>
<tr>
<td>Monday–Thursday</td>
<td>July 30–August 2</td>
<td>Registration closed</td>
</tr>
<tr>
<td>Wednesday</td>
<td>August 1</td>
<td>Tuition and fees due (late fee assessed beginning August 2)</td>
</tr>
<tr>
<td>Friday–Wednesday</td>
<td>August 3–September 26</td>
<td>Registration open (all continuing students)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>August 8</td>
<td>Drop from classes for non-payment</td>
</tr>
</tbody>
</table>
| Saturday–Tuesday     | August 25-28 | - New Student Orientation and Registration  
|                      |            | - Residence halls open at 9:00 am for new and readmitted students |
| Monday              | August 27   | Residence halls open at 9:00 am for continuing students |
| Tuesday             | August 28   | Graduate Student Orientation |
| Wednesday           | August 29   | First day of instruction |
## Fall Semester 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>September 3</strong></td>
</tr>
</tbody>
</table>
| **Wednesday**      | **September 12**               | - Last day to add a class  
|                    |                               | - Last day to increase credit value for variable credit courses  
|                    |                               | - Last day to change from audit to graded or P/NP  
|                    |                               | - Last day to reduce credits, take a leave of absence, or withdraw for a partial tuition credit  
|                    |                               | - Final drop for non-payment of fall term bills  
| **Wednesday**      | **September 26**               | Drop Deadline  
|                    |                               | - Last day to drop a class without grade of "W"  
|                    |                               | - Last day to decrease credit value for variable credit courses  
|                    |                               | - Last day to change P/NP or graded to audit grading  
| **Friday**         | **September 28**               | Convocation  
| **Friday**         | **November 2**                 | Last day for students graduating fall 2018 to declare a minor  
| **Monday–Friday**  | **November 5–9**               | Priority Registration for continuing and returning students for January term 2019 and spring term 2019  
| **Wednesday**      | **November 7**                 | Last day to withdraw from an individual class. A "W" will appear on the transcript  
| **Saturday–Wednesday** | **November 10–14**             | Registration open to all continuing and returning students (January term and spring term)  
| **Monday**         | **November 19**                | January term 2019 bills sent  
| **Thursday–Monday**| **November 15–19**             | Registration closed for spring term 2019 (open for January term)  
| **Tuesday–Wednesday** | **November 20–December 19**    | Registration open to all continuing and returning students (January term and spring term)  

[https://www.mills.edu/academics/academic-calendar.php](https://www.mills.edu/academics/academic-calendar.php)
## Fall Semester 2018

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday–</td>
<td>November 21–23</td>
<td>Thanksgiving Holidays</td>
</tr>
<tr>
<td>Friday</td>
<td>November 23</td>
<td>Master’s theses and doctoral dissertations for degrees to be conferred January 2019 (fall 2018) due in the Library</td>
</tr>
<tr>
<td>Wednesday</td>
<td>November 28</td>
<td>Fall course evaluations open</td>
</tr>
<tr>
<td>Monday</td>
<td>December 3</td>
<td>Last day to file graduation application for degrees to be conferred May (spring 2019) or September (summer 2019)</td>
</tr>
<tr>
<td>Monday</td>
<td>December 10</td>
<td>Last day of instruction, last day to take a leave of absence or withdraw for the current semester, last day to file an incomplete grade request</td>
</tr>
<tr>
<td>Tuesday–</td>
<td>December 11–12</td>
<td>Reading Days</td>
</tr>
<tr>
<td>Wednesday</td>
<td>December 12</td>
<td>Fall course evaluations close</td>
</tr>
<tr>
<td>Thursday–</td>
<td>December 13–19</td>
<td>Final Exams</td>
</tr>
<tr>
<td>Wednesday</td>
<td>December 19</td>
<td>Tuition and fees for January term due, residence halls close at noon</td>
</tr>
<tr>
<td>Thursday</td>
<td>December 20</td>
<td>January term drop from classes for non-payment, residence halls close at noon for students with on-campus finals on December 19</td>
</tr>
<tr>
<td>Thursday–</td>
<td>December 20–</td>
<td>Spring 2018 Registration closed</td>
</tr>
<tr>
<td>Wednesday</td>
<td>January 2</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>December 21</td>
<td>Grades due by faculty</td>
</tr>
</tbody>
</table>
# January Term 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday–Thursday, November 5–January 3</td>
<td>January term course registration open</td>
</tr>
<tr>
<td>Monday, November 19</td>
<td>January term 2019 bills sent</td>
</tr>
<tr>
<td>Wednesday, December 19</td>
<td>Tuition and fees for January term 2019 due</td>
</tr>
<tr>
<td>Thursday, December 20</td>
<td>January term 2019 drop for non-payment</td>
</tr>
<tr>
<td>Wednesday, January 2</td>
<td>First day of January term instruction</td>
</tr>
<tr>
<td></td>
<td>Last day to add a January term course</td>
</tr>
<tr>
<td></td>
<td>Residence halls open</td>
</tr>
<tr>
<td>Thursday, January 3</td>
<td>Last day to drop a January term course</td>
</tr>
<tr>
<td>Friday, January 4</td>
<td>Last day to withdraw from a January term course. A &quot;W&quot; will appear on the transcript.</td>
</tr>
<tr>
<td>Friday, January 18</td>
<td>Last day of January term instruction</td>
</tr>
<tr>
<td>Monday, January 21</td>
<td>Residence halls close</td>
</tr>
<tr>
<td>Monday, January 28</td>
<td>January term grades due by faculty (end of business day)</td>
</tr>
</tbody>
</table>

# Spring Semester 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday–Friday, November 5–9</td>
<td>Priority Registration for continuing and returning students for January term 2019 and spring term 2019</td>
</tr>
<tr>
<td>Saturday–Wednesday, November 10–14</td>
<td>Registration open to all continuing and returning students (January term and spring term)</td>
</tr>
</tbody>
</table>
### Spring Semester 2019

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday–Monday November 15–19</td>
<td>Registration closed for spring 2019 only (open for January term)</td>
</tr>
<tr>
<td>Monday November 19</td>
<td>Bills sent</td>
</tr>
<tr>
<td>Tuesday–Wednesday November 20–December 19</td>
<td>Registration open to all continuing and returning students (January term only)</td>
</tr>
<tr>
<td>Thursday–Wednesday December 20–January 2</td>
<td>Spring 2019 Registration closed</td>
</tr>
<tr>
<td>Wednesday January 2</td>
<td>Tuition and fees due (late fee assessed beginning January 3)</td>
</tr>
<tr>
<td>Monday January 21</td>
<td>Martin Luther King Jr. Holiday</td>
</tr>
<tr>
<td>Tuesday January 22</td>
<td>• New Student Orientation</td>
</tr>
<tr>
<td></td>
<td>• Residence halls open at 9:00 am for continuing, new, and readmitted students</td>
</tr>
<tr>
<td>Wednesday January 23</td>
<td>First day of instruction</td>
</tr>
<tr>
<td>Wednesday February 6</td>
<td>• Last day to add a class</td>
</tr>
<tr>
<td></td>
<td>• Last day to increase credit value for variable credit courses</td>
</tr>
<tr>
<td></td>
<td>• Last day to change from audit to graded or P/NP</td>
</tr>
<tr>
<td></td>
<td>• Last day to reduce credits, take a leave of absence, or withdraw for a partial tuition credit</td>
</tr>
<tr>
<td></td>
<td>• Final drop for non-payment of spring term bills</td>
</tr>
<tr>
<td>Monday February 18</td>
<td>Presidents' Day Holiday</td>
</tr>
</tbody>
</table>

https://www.mills.edu/academics/academic-calendar.php
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Semester 2019</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>February 20</strong>  Drop Deadline</td>
</tr>
<tr>
<td></td>
<td>- Last day to drop a class without grade of &quot;W&quot;</td>
</tr>
<tr>
<td></td>
<td>- Last day to decrease credit value for variable credit courses</td>
</tr>
<tr>
<td></td>
<td>- Last day to change from P/NP or graded to audit grading</td>
</tr>
<tr>
<td><strong>Monday-Friday</strong></td>
<td><strong>March 25-29</strong>  Spring Break</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>April 3</strong>  Last day to withdraw from an individual class. A &quot;W&quot; will appear on the transcript.</td>
</tr>
<tr>
<td><strong>Monday-Friday</strong></td>
<td><strong>April 8-12</strong>  Priority registration for summer and fall 2019</td>
</tr>
<tr>
<td><strong>Saturday-Wednesday</strong></td>
<td><strong>April 13-17</strong>  Registration open to all continuing and returning students for summer and fall 2019</td>
</tr>
<tr>
<td><strong>Thursday-Monday</strong></td>
<td><strong>April 18-June 17</strong>  Summer 2019 Open Registration</td>
</tr>
<tr>
<td><strong>Thursday-Wednesday</strong></td>
<td><strong>April 18-June 26</strong>  Fall 2019 Open Registration</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>April 17</strong>  Master's theses and doctoral dissertations for degrees to be conferred May 2019 due in the Library</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td><strong>April 26</strong>  Spring course evaluations open</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>May 1</strong>  Last day to file graduation application for degrees to be conferred January (fall 2019)</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>May 8</strong>  Last day of instruction</td>
</tr>
<tr>
<td></td>
<td>- Last day to take a leave of absence or withdraw for the current semester</td>
</tr>
<tr>
<td></td>
<td>- Last day to file an Incomplete Grade Request</td>
</tr>
</tbody>
</table>
## Spring Semester 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday-Friday May 9-10</td>
<td>Reading Days</td>
</tr>
<tr>
<td>Friday May 10</td>
<td>Spring course evaluations close</td>
</tr>
<tr>
<td>Monday-Friday May 13-17</td>
<td>Final Exams</td>
</tr>
<tr>
<td>Friday May 17</td>
<td>Residence halls close for non-graduating students at noon</td>
</tr>
<tr>
<td>Saturday May 18</td>
<td>131st Commencement</td>
</tr>
<tr>
<td></td>
<td>Residence Halls close at 5:00 pm for students with on-campus finals on May 17</td>
</tr>
<tr>
<td>Sunday May 19</td>
<td>Residence halls close at noon for graduating students</td>
</tr>
<tr>
<td>Friday May 24</td>
<td>Grades due by faculty</td>
</tr>
</tbody>
</table>

## Summer Semester 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday–Friday April 8–12</td>
<td>Priority Registration for summer and fall 2019</td>
</tr>
<tr>
<td>Saturday–Wednesday April 13–17</td>
<td>Registration open to all continuing and returning students for summer and fall 2019</td>
</tr>
<tr>
<td>Thursday–Monday April 18–June 17</td>
<td>Summer 2019 open registration</td>
</tr>
<tr>
<td>Wednesday May 1</td>
<td>Tuition and fees due</td>
</tr>
<tr>
<td>Wednesday May 8</td>
<td>Drop from classes for non-payment</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Monday May 20</td>
<td>First day of instruction</td>
</tr>
<tr>
<td></td>
<td>Residence halls open</td>
</tr>
<tr>
<td>Monday June 3</td>
<td>Add Deadline (including late-starting courses)</td>
</tr>
<tr>
<td></td>
<td>Last day to add a class</td>
</tr>
<tr>
<td></td>
<td>Last day to increase credit value for variable credit courses</td>
</tr>
<tr>
<td></td>
<td>Last day to change from audit to graded or P/NP</td>
</tr>
<tr>
<td></td>
<td>Last day to reduce credits, withdraw, or take a leave of absence, or</td>
</tr>
<tr>
<td></td>
<td>withdraw for a partial tuition credit</td>
</tr>
<tr>
<td></td>
<td>Final drop for non-payment of summer term bills</td>
</tr>
<tr>
<td>Tuesday-Monday June 4-17</td>
<td>Late Drop Period</td>
</tr>
<tr>
<td>Monday June 17</td>
<td>Drop Deadline</td>
</tr>
<tr>
<td></td>
<td>Last day to drop a class without grade of &quot;W&quot;</td>
</tr>
<tr>
<td></td>
<td>Last day to decrease credit value for variable credit courses</td>
</tr>
<tr>
<td></td>
<td>Last day to change from P/NP or graded to audit grading</td>
</tr>
<tr>
<td>Thursday July 4</td>
<td>Independence Day Holiday</td>
</tr>
<tr>
<td>Monday July 22</td>
<td>Last day to withdraw from an individual class. A &quot;W&quot; will appear on</td>
</tr>
<tr>
<td></td>
<td>the transcript.</td>
</tr>
<tr>
<td>Monday August 19</td>
<td>Last day of instruction</td>
</tr>
<tr>
<td></td>
<td>Residence halls close</td>
</tr>
<tr>
<td>Monday August 26</td>
<td>Grades due by faculty</td>
</tr>
</tbody>
</table>