

Williams College

Catalog 2005-2006



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Additional information about Williams College and its educational programs can be found in the *Courses of Instruction*, *Williams College Prospectus and Application*, and *Student Handbook*.

Williams College admits men and women of any background to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, religion, creed, sexual orientation, or national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs. The College does not discriminate on the basis of sex in violation of Title IX of the Education Amendments of 1973, or the regulations thereunder, in the education programs or activities which it operates, including employment therein. The College does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990, or the regulations thereunder, in admission or access to its programs and activities.

The Williams community includes talented students with documented disabilities who may require learning, sight, hearing, manual, speech, or mobility accommodations. Although Williams operates no specially structured academic programs for individuals with disabilities, the College is committed to providing support services and accommodations in all programs to students who need them.

Williams endeavors to provide equal access to campus programs and activities for all members of the college community. The Dean's Office, through the Associate Dean for Academic Programs, coordinates the various accommodations required to make students' educational experiences successful. Inquiries concerning the College's nondiscrimination policies may be referred to the Dean of the College, Williamstown, MA 01267 (413-597-4171).

This bulletin contains information that was complete and accurate at the time of publication. Williams College reserves the right, however, to make from time to time such changes in its operations, programs, and activities as the trustees, faculty, and officers consider appropriate.

Charles Toomajian
Editor

HISTORY OF THE COLLEGE

The chartering of Williams College in 1793 was an act of faith and certainly an act surpassing the modest intentions of Colonel Ephraim Williams, for whom the college is named.

Colonel Williams had not intended to found a college. Enroute with his regiment of Massachusetts militia to join the battle with the French and Indians at Lake George, the Colonel had tarried long enough in Albany to write his last will and testament on July 22, 1755. In it he bequeathed his residuary estate for the founding and support of a free school in West Township, where for some years he had commanded a detachment of militia at Fort Massachusetts, farthest outpost of the province. The will stipulated that West Township, then in dispute between Massachusetts and New York, must fall within Massachusetts and that the name of the township must be changed to Williamstown, if the free school was to be established at all.

On September 8, 1755, Colonel Williams was killed at the Battle of Lake George. On October 26, 1791, after many delays, fifteen scholars were admitted to the free school in Williamstown. Within a year the trustees, not content with the original modest design of the founder, were captivated by the idea of creating a college where, as they put it, “young gentlemen from every part of the Union” might resort for instruction “in all the branches of useful and polite literature.” The proposal was extremely ambitious, to be sure, but ambition was a common American ailment. England did not develop a third university until the nineteenth century; Williams was the twenty-first institution of higher learning to flower in onetime British colonies, the second in Massachusetts, the sixth in New England. On June 22, 1793, the Commonwealth of Massachusetts granted a charter to Williams College.

I

The bold decision to plant a college in the wilderness betrayed the intentions of Colonel Williams; yet the new vision had been fed by the same sort of dreams that had led Ephraim Williams to see a school and a comfortable community where only a military outpost had stood. The early trustees and the legislature of the Commonwealth were to be remembered for their foresight, but in the decades after 1793 they had reason to acknowledge that the soil they had chosen was stubbornly uncongenial—so uncongenial, in fact, that for many years the trustees of Williams spent more time and energy in trying to close the College than in trying to keep it open.

In 1819 they petitioned to move the college to Northampton, and in 1821, having been spurned by the legislature, President Zephaniah Swift Moore took matters into his own hands. Convinced that almost everything about Williams was impossible—its location, its funds, its enrollment—he led a group of students over the mountains into the Connecticut Valley. There he became their president once again, at the struggling new college known as Amherst. As for Williams, one member of the senior class wrote home to his father: “It remains for us to say whether it shall die suddenly, or whether it shall linger along for two or three years.”

In the past the public had come to the support of the institution. A lottery furnished funds essential to the opening of the free school. A public subscription was the answer of Berkshire County to the threat of removal in 1819. What saved the College in 1821 was the willingness of the Reverend Edward Dorr Griffin to take the job of president and the determination with which he drew upon the College’s reputation for religious conservatism to collect much-needed funds. By 1828, the Reverend Griffin could be seen standing in the middle of Main Street, supervising the construction of a handsome new building, housing a chapel, a library, and classrooms, a testament to his confidence and his skill. The building is now known as Griffin Hall.

The College which had been taking shape under Griffin and his predecessors was not unlike many other New England colleges where the classical curriculum and a moral atmosphere served as the basis for training young men for professional life. The college turned out its share of clergymen, doctors, lawyers, and teachers, serving the needs of Western Massachusetts and surrounding communities in New York and Vermont. But Williams was not yet a place to which “young gentlemen from every part of the Union” resorted. In fact, Nathaniel Hawthorne, attending the commencement exercises in 1838, jotted in his notebook some observations on the Williams students he saw there: “Country graduates—rough, brown-featured, schoolmaster-looking...A rough hewn, heavy set of fellows from the hills and woods in this neighborhood; unpolished bumpkins, who had grown up as farmer-boys.”

History of the College

Williams seldom knew financial security until the end of the nineteenth century. But it did have assets that enabled it to develop into a prototype of the small New England liberal arts college. Scenery, a reputation for moral soundness, a loyal body of alumni, and a devoted faculty went a long way toward compensating for inadequate funds.

Of the scenery, Thoreau remarked, after a visit in 1844, "It would be no small advantage if every college were thus located at the base of a mountain." For Thoreau the location of Williams was "as good at least as one well-endowed professorship."

In the early years the religious reputation of the College depended on the essential orthodoxy of its presidents and faculty. It gathered strength from the famous episode of the "haystack meeting" in the summer of 1806. Five Williams undergraduates, seeking to continue their prayers and conversations in spite of a sudden thunderstorm, retired from a grove of trees to the shelter of a nearby haystack, where they were inspired to launch the great adventure of American foreign missions. The extremely informal ties with the Congregationalists saved it from the sometimes stifling stranglehold of an organic denominational connection.

During a crisis in the affairs of the College in 1821, a group of alumni met in Williamstown and organized the Society of Alumni, dedicated to the future welfare of the College. Their action gave Williams the distinction of organizing the first college alumni society in history. Alumni loyalty was rewarded when, in 1868, the College provided for official alumni representation on the board of trustees, an act of recognition in which only Harvard, among American colleges, anticipated Williams.

II

But essentially the College has built its reputation around teachers and teaching. Mark Hopkins, who was a Williams professor from 1830 to 1887 and president of the College from 1836 to 1872, has become a symbol of this emphasis. In American education Hopkins pioneered in making the student the center of the educational experience, and he did it so well that one of his former students, U.S. President James A. Garfield, immortalized his achievement in an aphorism which has passed into the lore of American education: "The ideal college is Mark Hopkins on one end of a log and a student on the other." The Hopkins tradition has become one of the College's great assets. It has been perpetuated in the lives of generations of teachers.

Scenery, a reputation for building sound character, loyal but not especially affluent alumni, and devoted teachers could keep the College open, but like most other colleges Williams did not experience growth and prosperity until the closing decades of the nineteenth century. The scenery, of course, remained constant, but it developed into an even greater asset as the United States became more urbanized and industrialized. Williams was still a country college; a Massachusetts court decision of 1888 declared that cows owned by the college were tax exempt. The discovery that businessmen could profit from liberal education sent college enrollments upward as the century drew to a close; now more Williams alumni were men of affairs, fewer were clergymen. By 1906, of all the colleges in New England, Williams drew the largest percentage of students from outside New England.

From 1793 through 1870 the Commonwealth of Massachusetts appropriated for Williams College over \$150,000, a sum of such importance that Mark Hopkins himself observed that he did "not see how the College could have got on" without state aid. A new and more dependable source of financial support was developed as the century drew to a close. In the 1890's Frederick Ferris Thompson of the Class of 1856 became the first of many individuals to supersede the Commonwealth as the largest benefactor of the College. Ephraim Williams' original bequest of \$9,297 has since grown by additional gifts and bequests to an endowment valued at approximately \$1.3 billion.

III

Williams moved into the twentieth century firm in its intentions to remain a college, at a time when aspirations toward university status were unsettling many of the old colleges. It adhered to a curriculum that was designed for undergraduates; it made room for the elective principle, but it subjected course election to safeguards and controls. The idea of a liberally educated man was not jettisoned in favor of the widely accepted idea of almost complete student freedom in course election. A survey of the college curriculum in 1925 showed that Williams had combined the principles of prescription and election, the goals of concentration and distribution, in such a way as to be the only major American

History of the College

college without any absolutely required courses and without any uncontrolled wide-option electives. The Williams curriculum has continued to evolve, but it has not undergone such a series of major overhauls as characterize curriculums inspired by the popular educational fancy of the moment. Not having abandoned itself to the elective principle in the nineteenth century, Williams did not need to rescue itself with the general education principle of the twentieth century.

During its long history much of the life and tone of the college was shaped by students. While the same influence continues, the competitive pressure for admission since World War II has allowed for a new and significant degree of selectivity on the part of the College. Among the consequences of this change have been a quickening of the intellectual life of the College and a reconsideration of traditions and emphases no longer considered appropriate for an institution of liberal learning.

Among the first traditions to go was compulsory religious exercises, abandoned in 1962 after a hundred years of gradual but steady erosion. Voluntary worship in the form of ecumenical chapel services and the activities of student religious organizations carry on another long tradition. In response to the concern of undergraduate leaders and the faculty and in recognition of the failure of Greek Letter Fraternities to fulfill adequately objectives consistent with college purpose, the Trustees in 1962 took the first of a series of actions that replaced fraternities with a residential house system. Williams became, as a result, a much more open community. The decision to become coeducational and the admission of women to Williams as degree candidates in 1970 have reinforced the spirit of equality and freedom conducive to a climate of learning.

In this atmosphere of change and heightened purpose the curriculum underwent appropriate transformations, as a careful comparative study of the yearly catalogues readily shows, leading to the present 4-1-4 curriculum and a more flexible and wide-ranging schedule and program both on and beyond the campus. Changes in the curriculum included the addition of majors and the introduction of interdisciplinary programs, along with the expansion of language offerings to include full, four-year cycles in Chinese and Japanese. Continuing the tradition of putting the student at the center of the educational experience, Williams in the Fall of 1988 introduced in each department at least one course taught as a tutorial, in which, typically, pairs of students meet weekly with the professor to discuss a paper, problem set, or work of art produced by one of the students. By 1992 some 40 percent of the graduating class had experienced at least one tutorial course either in Williamstown or in the Williams-Oxford program, run in association with Exeter College, Oxford, which provides each year for some 30 Williams juniors a year-long immersion in the life of Oxford University.

This curricular expansion reflected, and in part resulted from, the fact that the makeup of the college community was changing to mirror more closely the growing racial, ethnic, and religious diversity of American society. The percentage of Williams students who identified themselves as members of one or more American minority group rose to 25 percent; of faculty almost 13 percent.

At the beginning of this decade, President Morton Owen Schapiro inaugurated a strategic planning process, through which the College community identified priorities for change in the curriculum and in residential life. The size of the faculty is being expanded to provide more curricular opportunities for students in tutorials and experiential learning. Requirements have been added in intensive writing instruction and in quantitative and formal reasoning. New programming and structures are being added to student residential life and major projects are underway to greatly enhance the College's student center, its facilities for theatre and dance, and its office and teaching spaces for faculty.

MISSION AND OBJECTIVES

We are to regard the mind, not as a piece of iron to be laid upon the anvil and hammered into any shape, nor as a block of marble in which we are to find the statue by removing the rubbish, or as a receptacle into which knowledge may be poured; but as a flame that is to be fed, as an active being that must be strengthened to think and to feel—and to dare, to do, and to suffer.

President Mark Hopkins '24
Induction Address (1836)

Our colleges will not be rich enough until they are able to bring the education they offer within the reach of the poorest young man in the land.

President P.A. Chadbourne '48
Induction Address (1872)

Dedicated to the welfare of the great common life of the State, [the College] may not much longer close its doors to one half of the community because of their sex, neither may it narrow its labors or its sympathies to any class, to any favored few.

James D. Canfield '68
Centennial Oration (1893)

[Young people] now entering college, if given their biblical life span—and who knows what more or less than three score and ten?—will be carrying responsibilities well into the 21st century..No one can pretend to more than a guess at what they will then be called upon to comprehend. This much we do know: that no training in fixed techniques, no finite knowledge now at hand, no rigid formula they might be given can solve problems whose shape we cannot yet define. Nor have they time to waste in pursuit of transitory expedients, the ephemeral, the shallow or the merely popular.

The most versatile, the most durable, in an ultimate sense the most practical knowledge and intellectual resources which they can now be offered are those impractical arts and sciences around which the liberal arts education has long centered: the capacity to see and feel, to grasp, respond and act over a widening arc of experience; the disposition and ability to think, to question, to use knowledge to order an ever-extending range of reality; the elasticity to grow, to perceive more widely and more deeply, and perhaps to create; the understanding to decide where to stand and the will and tenacity to do so; the wit and wisdom, the humanity and the humor to try to see oneself, one's society, and one's world with open eyes, to live a life usefully, to help things in which one believes on their way. This is not the whole of a liberal arts education, but as I understand it, this range of goals is close to its core.

President John E. Sawyer '39
Induction Address (1961)

The longer history of education in our own culture has been such as to suggest the openness, resilience, flexibility and power of that age-old tradition of education in the liberal arts that at its best is consciously geared to no less inclusive an activity than that of living itself...[And] no education which truly aspires to be a preparation for living can afford to ignore the fundamental continuities that exist between the cultivation of specific areas of specialized knowledge, expertise or skill (without which we could scarcely endure) and that more fundamental and wide-ranging attempt to penetrate by our reason the very structures of the natural world, to evoke the dimensions and significance of the beautiful, to reach towards an understanding of what it is to be human, of one's position in the universe, and of one's relations with one's fellows, moral no less than material. Towards that attempt we seem impelled by the very fiber of our being. In its total absence, while doubtless we survive, we do so as something surely less than human.

The history, moreover, of that most American of educational institutions, the independent, free-standing liberal-arts college, witnesses forcefully to the power of that central educational institution when wedded to the other long-standing conviction that education is not a process that can wholly be confined to classroom, laboratory, studio or library, but one to which the diverse experience and richly variegated moments of life in a residential community must all combine to make their particular contribution. Extracurriculum as well as curriculum; play as well as work; fellowship as well as solitude; the foreign as well as the familiar; discomfort as well as ease; protest as well as celebration; prescription as well as choice; failure as well as success.

President Francis Oakley
Induction Address (1985)

At Williams, with a spectacularly talented and devoted faculty and staff, great physical and financial wealth, and the absolute finest students in all of American higher education, we are obligated to

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realize a vision of educational excellence worthy of our extraordinary resources. That vision undoubtedly involves the optimal use of new technologies to enhance the special relationship between a student and a faculty member; the breaking down of departmental boundaries, fostering cutting edge interdisciplinary teaching and research; a way to link more effectively the education that takes place within the classroom with the education that takes place in the dorm rooms and dining halls and on the playing fields; a program that allows our students to venture out into the world in ways that reinforce their classroom experiences; and a commitment to redouble our efforts to educate our students in an environment that reflects the great strength of our diverse society and to keep the precious prize of a Williams education open to the most talented students in the nation regardless of family background.

We have never wavered in understanding that our mission is to provide the highest quality undergraduate education possible, centered on an appreciation and indeed a love of the liberal arts. We can build on that legacy. This is a time for Williams to set a new standard of excellence in undergraduate education for an entire industry crying out for guidance. Let history one day note that our community had the courage to seize the moment.

Morton Owen Schapiro
Induction Address (2000)

THE CURRICULUM

Williams College offers a course of study leading to the degree of Bachelor of Arts. The course requirements prescribe both the number of courses to be completed and the minimum grade level to be achieved; the curriculum also requires that each student explore several fields of knowledge and concentrate in one. The full requirements for the degree include meeting the minimum academic standards stated below, residing at the College, fulfilling the distribution requirement, completing a major, and completing the physical education requirement.

The academic year is divided into two regular semesters and a Winter Study Program. The student takes four courses in each semester and during January pursues a single program of study on a pass-fail basis.

The Winter Study Program, which began in 1967, is intended to provide students and faculty with a dramatically different educational experience in the January term. The differences are in the nature of the courses, the nature of the learning experience, and the change of educational pace and format from the fall and spring semesters. These differences apply to the faculty and students in several ways: faculty can try out courses with new subjects and techniques that might, if successful, be used later in the regular terms; they can explore subjects not amenable to inclusion in regular courses; and they can investigate fields outside their usual areas of expertise. In their academic work, which is graded Honors, Pass, Perfunctory Pass, or Fail, students can explore new fields at low risk, concentrate on one subject that requires a great deal of time, develop individual research projects, or work in a different milieu (as interns, for example, or on trips outside Williamstown). In addition, Winter Study offers students an opportunity for more independence and initiative in a less formal setting, more opportunity to participate in cultural events, and an occasion to get to know one another better.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

Academic Requirement

To be eligible for the Bachelor of Arts degree a student must pass 32 regularly graded semester courses and receive grades of *C minus* or higher in at least 19 of those semester courses, pass four Winter Study Projects, fulfill the four-part distribution requirement, complete all requirements for the major including an average of *C minus* or higher, and complete the physical education requirement.

Distribution Requirement

The distribution requirement falls into four parts. Please note that courses used to fulfill these requirements must be regularly graded.

1) **DIVISIONAL REQUIREMENT**—designed to ensure that in their course of study at Williams, students take an appropriately diverse distribution of courses across the full range of the curriculum.

For the purposes of the requirement, courses are grouped into three divisions: Division I, Languages and the Arts; Division II, Social Studies; and Division III, Science and Mathematics. A full listing of the subjects in each division appears below.

Students must complete at least three graded semester courses in each division. Two in each division must be completed by the end of the sophomore year. No more than two of the courses used to satisfy the requirement may have the same course prefix. The courses must be taken at Williams or at programs under the direction of Williams College Faculty.

Courses that fulfill the distribution requirement in Division I are designed to help students become better able to respond to the arts sensitively and intelligently by learning the language, whether verbal, visual, or musical, of a significant field of artistic expression. Students learn how to develop the capacity for critical discussion, to increase awareness of the esthetic and moral issues raised by works of art, and to grow in self-awareness and creativity.

Courses which fulfill the Division II requirement consider the institutions and social structures that human beings have created, whether knowingly or unknowingly, and which in turn markedly affect their lives. These courses are intended to help the students recognize, analyze, and evaluate these human structures in order that they may better understand themselves and the social world in which they live.

Courses which fulfill the Division III requirement are intended to provide some of the factual and methodological knowledge needed to be an informed citizen in a world deeply influenced by scientific thought and technological accomplishment, and to cultivate skill in exact and quantitative reasoning.

The Curriculum

Courses with the following designations receive divisional distribution credit as indicated:

DIVISION I. *Languages and the Arts*

Arabic 101-102	INTR 107, 165, 259
Art History (<i>except ArtH 268</i>)	Japanese
Art Studio (<i>except ArtS 212</i>)	(<i>except Japanese 218, 321, 486T</i>)
Chinese	Latin
Classics	Linguistics
Comparative Literature	Literary Studies
Critical Languages	Maritime Studies 231
English	Music
First-Year Residential Seminar 101	Russian
French	Spanish
German	Theatre
Greek	WNY 307

DIVISION II. *Social Studies*

African-American Studies	Japanese 218, 321, 486T
American Studies	Jewish Studies
Anthropology	Latina/o Studies
Art History 268	Leadership Studies
Art Studio 212	Legal Studies
Asian Studies	Maritime Studies 201, 351
Cognitive Science	Philosophy
Economics	Political Economy
Environmental Studies 101, 246, 351	Political Science
Experimental Studies—EXPR	Psychology (<i>except PSYC 212, 312, 315, 316, 317T</i>)
History	Religion
History of Science (<i>except HSCI 224</i>)	Science and Technology Studies
Interdepartmental Studies	Sociology
(<i>except INTR 107, 165, 225, 259, 315</i>)	WNY 301T, 303, 305
International Studies	Women's and Gender Studies

DIVISION III. *Science and Mathematics*

Astronomy	History of Science 224
Astrophysics	INTR 225, 315
Biochemistry and Molecular Biology	Maritime Studies 104, 211, 311
Biology	Mathematics
Chemistry	Neuroscience
Computer Science	Physics
Environmental Studies 102, 225	Psychology 212, 312, 315, 316, 317T
Geosciences	Statistics

Please note: Any Environmental Studies course that is also cross-listed with another subject carries distribution credit of that subject. Other Environmental Studies courses may fulfill distribution requirements as indicated under individual course listings.

- 2) **PEOPLES AND CULTURES REQUIREMENT**—intended to help students to begin to understand the cultural diversity of American society and the world at large, so that, as citizens of an increasingly interconnected world, they may become better able to respond sensitively and intelligently to peoples of varied social backgrounds and cultural frameworks. Courses which fulfill this requirement are thus designed to familiarize students with some dimension of American cultural diversity or that of the non-Western world. Each student must complete one graded semester course primarily concerned with : (a) the peoples and cultures of North America that trace their origins to Africa, Asia, Latin America, Oceania, or the Caribbean; Native American peoples and cultures; or (b) the peoples and cultures of Africa,

The Curriculum

Asia, Latin America, Oceania, or the Caribbean. Students are urged to complete this course, which may also be used to fulfill any of the other requirements, by the end of the sophomore year.

An *asterisk* following a course title indicates that the course may be used to meet the Peoples and Cultures Distribution Requirement. A list of courses offered in 2005-2006 which meet the requirement is on page 314.

- 3) **QUANTITATIVE/FORMAL REASONING REQUIREMENT**—intended to help students become adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, to use numbers comfortably, and to employ the research tools necessary to analyze data lessen barriers to carrying out professional and economic roles. Prior to their senior year, all students must satisfactorily complete a Quantitative/Formal Reasoning (QFR) course—those marked with a “(Q).” Students requiring extra assistance (as assessed during First Days) are normally placed into Mathematics 100/101/102, which is to be taken before fulfilling the QFR requirement.

The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers). A list of courses offered in 2005-2006 which meet the requirement is on page 317.

- 4) **WRITING REQUIREMENT**—All students are required to take two writing-intensive courses: one by the end of the sophomore year and one by the end of the junior year. Students will benefit most from writing-intensive courses by taking them early in their college careers and are therefore strongly encouraged to complete the requirement by the end of the sophomore year. Courses designated as “writing intensive”—those marked with a “(W)” —stress the process of learning to write effectively. Such courses include a substantial amount of writing (a minimum of 20 pages), usually divided into several discrete assignments. Instructors pay close attention to matters of style and argumentation. Enrollments are limited to 19. A list of courses offered in 2005-2006 which meet the requirement is on page 322. One of the W courses may be an independent study that meets the writing intensive criteria.

Major Requirement

The Major Requirement is designed to assure that all Williams undergraduates will have the experience of disciplined and cumulative study, carried on over an extended period of time, in some important field of intellectual inquiry. Juniors are required to declare a major and the selection is normally made at the time of registration in the spring of the sophomore year.

MAJOR FIELDS

Majors are offered in the following fields:

American Studies	History
Anthropology	Japanese
Art	Literary Studies
Asian Studies	Mathematics
Astronomy	Music
Astrophysics	Philosophy
Biology	Physics
Chemistry	Political Economy
Chinese	Political Science
Classics (Greek, Latin)	Psychology
Comparative Literature	Religion
Computer Science	Russian
Economics	Sociology
English	Spanish
French	Theatre
Geosciences	Women's and Gender Studies
German	

GENERAL STRUCTURE OF MAJORS

1) A student ordinarily must elect at least nine semester courses in his or her major field. A particular major may also require an additional course and/or one Winter Study Project during the junior or senior year.

A student may also fulfill the minimum requirements for a major by taking eight semester courses in the major field and two semester courses, approved by a major advisor, in associated fields. In inter-departmental majors, such as Political Economy, a larger number of courses may be required.

2) A prescribed sequence of courses, supplemented by parallel courses, and including a major seminar, is required in some major fields. Other majors ask the student to plan a sequence of elective courses, including advanced work building on elementary courses in the field, and ending in a one- or two- semester faculty-organized course or project in the senior year. All majors provide a system of counseling to help students plan programs reflecting individual interests as well as disciplined and cumulative patterns of inquiry.

Courses in many major programs require prerequisite courses in related areas. A full description of the detailed structure of each major is found under the heading of that major.

CONTRACT MAJOR

Students who wish to undertake the coherent study of an interdisciplinary subject not covered by a regularly offered major may propose to be contract majors. Procedures for arranging a contract major and for honors work in such a major are described in the section, "Courses of Instruction." Students interested in this option should begin consulting with the Dean's Office and with potential faculty advisors early in the sophomore year. A student completing a contract major may not do so in conjunction with a second major. For further details, see page 128.

TWO MAJORS

A student may complete two majors with the permission of both majors and the Committee on Academic Standing. Although a student may be granted permission to use a course from one major to fulfill a particular requirement in the other, the student nevertheless must take the minimum number of courses in each field without counting any course twice. A student may be a candidate for Honors in either or both of the majors, but a course for Honors in one major may not be used for an Honors course in the other.

Physical Education Requirement

The Physical Education requirement provides students the opportunity of establishing and maintaining a general level of fitness and well-being; of developing abilities in carry-over activities; of discovering and extending their own physical capabilities; and of developing skills in activities with survival implications, such as swimming, life saving, and water safety.

A swim test is required of all first-year students at the start of the academic year. Students who fail to complete the test must pass a basic swim course given in the Physical Education program during the first quarter of the year.

Students must complete four quarters of physical education by the end of the sophomore year. Students must enroll in at least two different activities in fulfilling the requirement.

Participation in a fall or spring intercollegiate sport is equivalent to two activity units and participation in a winter sport is equivalent to three units. A maximum of three credits may be attained while participating in intercollegiate sports with the exception of a two sport athlete who can fulfill the physical education requirement by totaling four units in two sports. Students may receive a maximum of two activity units for participation in a club sport; the remaining two units must come from the physical education activity program.

Residence Requirement

Students who begin college at Williams must spend a minimum of six semesters in residence at Williams. Students transferring to Williams from other institutions must spend a minimum of four semesters in residence at Williams, and those entering as sophomores are expected to spend six semesters in residence. Students are considered to be in residence if they are taking a program of study under the direction of the Williams College Faculty. Students must be in residence for both semesters of the final year.

The degree requirements must be completed within eight semesters, including any semesters for which a student receives credit while not in residence at Williams. Thus, semesters spent away on exchange or other approved programs at other colleges are included in the eight semesters. Similarly, if a student from the Class of 2007 or earlier requests, and the Committee on Academic Standing grants, degree credit based on Advanced Placement scores, then these semesters are also included in the limit of eight.

ADDITIONAL CURRICULAR OPPORTUNITIES

Advanced Placement and International Baccalaureate

At the discretion of the appropriate departments or programs, students presenting satisfactory scores in Advanced Placement tests or International Baccalaureate higher level examinations may be placed in advanced courses not regularly open to them and/or may receive course credit toward the major or concentration. Therefore, if granted, this credit may be used as a prerequisite or in partial fulfillment of the major or concentration requirements. AP and IB credit, however, may not be used to reduce the normal course load of any semester, to make up a deficiency incurred at Williams, or to satisfy the Distribution Requirement.

For members of the Class of 2007 or earlier, AP or IB credit (if in two or more subjects) may also be used for acceleration, i.e. completion of the degree in fewer than four years. Starting with the Class of 2008, this option is not available.

Certificate in European Languages

Students may pursue a Certificate in four European languages offered at Williams (French, German, Russian, and Spanish). The program certifies a particular degree of proficiency, cultural literacy, and experience with the language in the context of one's college education. In order to gain the proficiency and experience certified by the program, students must have taken a) at least five semesters of college language (or the equivalent) and b) a standardized proficiency test administered by the departments. In addition, students are required to gain familiarity with the culture in question by taking at least one course each in a) the literature, music, art, or philosophy, and b) the history, economics, or politics of the cultural area. Students must take seven courses altogether, up to two of which may be taken abroad. Please refer to the respective language programs for details on the specific certificates.

Combined Program in Liberal Arts and Engineering

The 3-2 program enables qualified students to combine a liberal arts education at Williams with undergraduate professional training in engineering. In this program, a student studies at Williams for 3 years, completing 24 courses and 3 Winter Study Projects. He or she then transfers to a leading engineering school and studies for a Bachelor of Science degree, usually for 2 more years. Upon successful completion of this program, the student receives a Bachelor of Arts degree from Williams and a Bachelor of Science degree from the engineering school.

During their 3 years at Williams, 3-2 students must complete all of the normal requirements for a Williams degree, including a major and the distribution requirements. For students majoring in physics, chemistry, computer science, or mathematics, the requirements for the senior year courses and major exercise are waived for the Williams degree. Only students who have taken the prerequisite courses, who have at least a B average in scientific subjects, and who have a good record in other subjects will be recommended by their major department and approved by the Committee on Academic Standing for this program.

Williams has a formal agreement with Columbia University that simplifies the application process to Columbia's 3-2 engineering program. This program has an extensive list of prerequisite mathematics and science courses, so it is necessary to plan course selections at Williams carefully. The booklet "Choosing First Year Courses" includes a list of Williams courses recommended to prospective engineers.

A popular alternative to the 3-2 program is to complete the Williams B.A. in the usual 4 years, majoring in one of the sciences, and then go directly to a graduate program in engineering. Please see the section of this catalog titled "Preparation for Graduate and Professional Study." Also, prospective engineers at Williams have the opportunity to take undergraduate engineering courses at other institutions through various exchange programs. For information about these opportunities, please see the section titled "Exchange Programs."

The pre-engineering advisor, Professor Jefferson Strait, will be happy to assist students interested in any of the options leading to engineering careers. Many more details about pre-engineering can be found in the Physics Department section of the College website.

Co-ordinate Programs Offering Concentrations

In addition to majoring in a field, a student may choose to concentrate elective courses on a single topic or area. Normally, a student declares a concentration at the time of registration in the spring of the sophomore year. Concentrations are offered in the following programs:

African-American Studies
Biochemistry and Molecular Biology
Cognitive Science
Environmental Studies
International Studies
Jewish Studies
Latina/o Studies
Leadership Studies
Legal Studies
Maritime Studies
Neuroscience
Science and Technology Studies

Descriptions of these programs appear under the appropriate heading in this publication. If the co-ordinate program courses are directly related to the major, a student may be allowed to reduce the number of courses required to complete the major.

Co-ordinate Programs

A number of programs do not formally offer concentrations, but do provide students with the opportunity to work in areas that cut across departmental and program lines. These are: Bioinformatics, Genomics, and Proteomics; Materials Science Studies; and Performance Studies. They are listed in this publication in alphabetical order.

These programs provide guidance only and do not appear on transcripts.

The Critical Reasoning and Analytical Skills (CRAAS) Initiative

To one degree or another, every class at Williams goes beyond its subject—be it mathematics, Machiavelli, or modernism—to teach intellectual skills that have wide application in other fields as well as outside of the academy: scientific reckoning, expository writing, rhetorical analysis, oral presentation, and so on.

Courses offered under the CRAAS initiative foreground such analytical skills. While each CRAAS class covers a different topic, all are aimed particularly at developing the processes necessary for excellence in a range of fields: techniques for analyzing ideas, data, texts or artworks; approaches to interpreting, synthesizing, and developing arguments; strategies for presenting ideas and results.

CRAAS classes typically emphasize the practices of meta-analysis—self-criticism, editing, and revision—with the goal of constant improvement. Many classes feature peer tutoring, small group work, and intensive one-on-one engagement with the professor. Students should leave a CRAAS course with a substantially heightened ability to approach problems, analyze texts, and craft arguments in whatever discipline they may go on to explore.

A few CRAAS courses are restricted to advanced students, but the majority are open to all, and some are specifically targeted for first-year students. Most have strictly limited enrollment. Because these classes cultivate the general strategies of effective scholarship, students are encouraged to consider taking a CRAAS course early in their academic careers.

A list of CRAAS courses offered in 2005-2006 is on page 312.

Cross-Enrollment Programs

A limited number of students may register at Bennington College or Massachusetts College of Liberal Arts for courses not offered by Williams. Interested students should contact the Registrar's Office about arrangements.

Experiential Education at Williams

Experiential education, involving “learning by doing” outside the classroom, has been a relatively understated but successful part of the Williams curriculum for a number of years. In addition to the use of traditional laboratory work in the natural sciences and studio work in art, faculty have been chal-

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lenging students to become more personally engaged in the Williams curriculum through field work, whether in the form of research, sustained work on special projects or through placement with community organizations. Courses which include experiential learning provide students with opportunities to encounter firsthand the issues that they read and study about, requiring them to apply academic learning to nonacademic settings and challenging them to use their experiences in those settings to think more critically and deeply about what they are studying. Courses involving experiential education as defined above range from fully integrated off-campus programs such as the Williams-Mystic Maritime Studies Program (page 333) to courses involving one small field research project. The amount and nature of the experiential component(s) varies according to the instructor's judgment. See page 313 for a list of '05-'06 courses involving experiential education.

A range of non-credit experiential education opportunities is also available to interested students. Community service, internships, research, and the Museum Associates Program of the College Museum of Art all provide students the chance to "learn by doing" outside the classroom. Information on each of these opportunities is provided below.

Community Service:

Opportunities to apply creative energy and initiative abound in community organizations in the Williams College area. Service ranges from tutoring or building homes with Habitat for Humanity, to working with developing non-profit organizations such as Chrysalis, an advanced-stage AIDS residence. For more information, go to the Lehman Community Service Council homepage on the College website at <http://wso.williams.edu:8000/orgs/lehman/> or contact Rick Spalding, College Chaplain and Coordinator of Community Service (Richard.E.Spalding@williams.edu).

Internships and Research Opportunities:

A wide variety of summer internship opportunities are available to interested students through the Office of Career Counseling (OCC) and the Center for Environmental Studies (CES). Research opportunities are also available through individual departments. Information about OCC's Williams College Alumni Sponsored Summer Internships can be found at <http://www.williams.edu/admin-depts/occ/> or by contacting Ron Gallagher, Assistant Director of Career Counseling (Ronald.L.Gallagher@williams.edu). Information about CES's summer internship and research opportunities can be found at www.williams.edu/CES/resources/summeropps.htm or by contacting Sarah Gardner, Assistant Director of the Center for Environmental Studies, Kellogg House (Sarah.S.Gardner@williams.edu). Information about research opportunities sponsored by individual departments is available from Department Chairs.

Museum Associates:

The Museum Associates Program of the Williams College Museum of Art provides students an opportunity to broaden their knowledge of art and art history, to learn about the field of museum education, and to develop valuable communication and public speaking skills while working with the public. The only academic requirement is the completion of ART101-102. Applications are accepted every spring. For more information, contact Rebecca Hayes, Director of Education at Rebecca.L.Hayes@williams.edu.

For more information about experiential education at Williams College, visit the Experiential Education website at or contact Paula Consolini, Coordinator of Experiential Education at 597-4588 (pconsoli@williams.edu)

Honors Program

Williams awards the degree with honors to those students who have demonstrated imagination, initiative, and intellectual independence within the major. The Honors Program requires two or three courses constituting a clearly interrelated pattern of study, whether in the form of a thesis, specialization within the major, or interdisciplinary study with courses from other programs or departments. At least one of the courses must be in addition to the minimum number required for the major; one may be a Winter Study Project. A student who is completing two majors may be a candidate for honors in either or both of the majors, but a course for honors in one major may not be used as an honors course in the other. Some programs also award honors for their concentrations.

Individual departments and programs describe special criteria, procedures, and patterns of study for honors in the "Courses of Instruction" section. Students should consult with their departments on their honors options prior to the senior year. Before the student has begun the last of the required course units, the

department or program determines whether the student is admitted to honors candidacy. The degree is awarded with *Honors* or *Highest Honors* at the end of the senior year if, in the judgment of the department, its criteria of excellence have been met.

Independent Study

When a particularly able student wishes to study a subject not covered by the normal offerings of the College, arrangements may be made to undertake courses of independent study under faculty supervision. Such arrangements are made with the appropriate department at the time of registration.

Study Away from Williams

Students may receive credit for work completed at other institutions or programs. Applications for study elsewhere require the approval of the chair of the student's major, the Dean's Office, and the Committee on Academic Standing. Students studying away during the junior year should have already completed at least two courses in each division toward the divisional distribution requirement, the writing and quantitative/formal reasoning requirements and the physical education requirement. Courses completed while away may be used toward the major with permission of the department or program and/or to fulfill the peoples and cultures requirement. All other degree requirements must be met with courses taken under the supervision of Williams faculty.

Williams participates in study abroad programs in Spain and France (in cooperation with Hamilton College); in China (as part of the Associated Colleges in China); in Sweden (in cooperation with twelve other colleges and the University of Stockholm); in Denmark (with the University of Copenhagen Danish International Studies); and in Kyoto (the Associated Kyoto Program, run by a group of eleven colleges). Williams students may also receive credit for approved programs at a wide variety of other institutions, or for work done directly in a foreign university or accredited four-year American university if acceptable evaluation is possible. Students interested in study away should consult the Dean's Office. Students must submit a pink petition and essay to the Dean's Office by March of the preceding academic year for which they wish to study off campus. Students must be in good academic standing with no deficiencies and follow the procedures as set out in the *Guide to Study Abroad*.

The Williams Tutorial Program

The Tutorial Program offers Williams students a distinctive opportunity to take a heightened form of responsibility for their own intellectual development. No student is required to take a tutorial course, but any student with the appropriate qualifications and interests is invited to do so.

Tutorials at the 100/200 level are designed primarily for sophomores; sophomores are usually given enrollment preference for such courses, though interested juniors and seniors (and, in some cases, first-year students) are often welcome. Tutorials at the 300/400 level are designed primarily for juniors and seniors (and, often, for majors in the discipline); first-year students and sophomores are welcome to apply, but are urged to consult the instructor before registering.

Tutorials place much greater weight than do regular courses—or even small seminars—on student participation. They aim to teach students how to develop and present arguments; listen carefully, and then refine their positions in the context of a challenging discussion; and respond quickly and cogently to critiques of their work. Tutorials place particular emphasis on developing analytical skills, writing abilities, and the talents of engaging in rigorous conversation and oral debate.

The ways in which particular tutorials are conducted vary across the disciplines, but here is a description of how most tutorials at Williams are organized. Tutorials are usually limited to ten students. At the start of term, the instructor divides the students into pairs. Each pair meets weekly with the instructor for roughly one hour. Many tutorial courses begin and end the term with a group seminar, and in a few departments, instructors hold weekly group meetings of all tutorial members to provide background information designed to facilitate the students' independent work. But the heart of every tutorial course is the weekly meeting of the two students with the instructor.

At these weekly meetings, one student delivers a prepared essay or presentation (e.g., an analysis of a text or work of art, a discussion of a problem set, a report on laboratory exercises, etc.) pertaining to the assignment for that week, while the other student—and then the instructor—offer a critique. In the following week, students switch roles. Typically, students write five or six essays (usually in the range of 4-7 pages) during the term, and offer five or six critiques of their partners' work.

Since the program's inception in 1988, students have ranked tutorials among the most demanding—and rewarding—courses they have taken at Williams. While not designed to be more difficult than other

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courses, tutorials are nonetheless challenging, with frequent writing assignments and the expectation that students will be well prepared to participate actively and effectively in weekly discussions. At the same time, students have consistently placed tutorials among the most enriching and consequential courses they have taken. They have appreciated the close attention to their writing and argumentation skills; the opportunity to be held accountable, in a detailed way, for the extended implications of their ideas; the chance to develop their oral abilities as they engage in debate; and the close intellectual bonds tutorials build between teachers and students, and students with each other. Many students have formed important advising and mentoring relationships with their tutorial teachers.

Registration information: Students register for tutorials as they would for any other course (but should first check the description for prerequisites and to see if permission of the instructor is required). (2) Because of limited enrollments and the special arrangements involved in organizing tutorials, students are encouraged to determine, as early as possible, their interest in and commitment to the course. Students may not drop or add a tutorial after the first week of class. (3) Tutorials may not be taken on a pass/fail basis.

More information: Please see page 320 of this catalog for a list of tutorials offered in 2005-2006. Students may obtain detailed information about particular tutorials from the course descriptions and the instructors. (All tutorials have a “T” after the course number.) For general information, advice, or suggestions about the program, please contact Professor William Wagner, Tutorial Program Director for 2005-2006, in Stetson.

Williams-Exeter Programme at Oxford University

Williams offers a year-long programme of studies at Oxford University in cooperation with Exeter College, Oxford. Based at Ephraim Williams House, Williams’ study center at Oxford, the Programme is designed to offer the fullest possible integration of the students into the intellectual and social life of one of the world’s great universities. It makes full use of the Oxford tutorial system and the Oxford three-term calendar is followed.

In addition to extensive opportunities to pursue British and Commonwealth studies, the Programme also offers instruction in other fields for which Oxford is particularly noted or which are represented only marginally or infrequently in the Williams curriculum. Interested students should consult the Dean’s Office and the “Courses of Instruction” section of this catalog.

Williams-Mystic Maritime Studies Program

The William-Mystic Seaport Maritime Studies Program offers students a unique opportunity to explore the ocean, to travel the Atlantic and Pacific Coasts, and to undertake original research of their own design in the humanities and sciences. A term at Williams-Mystic satisfies both a semester’s credit and one winter study requirement, as well as intensive writing course credit. Four Williams courses are offered as an integrated, multidisciplinary curriculum in the semester-long program at Mystic Seaport, in Mystic, Connecticut: Maritime History, Literature of the Sea, Marine Policy, and either Marine Ecology or Oceanography (see the American Maritime Studies section in this catalog). Williams College faculty members serve as the Director and Marine Scientist. Travel includes an offshore voyage on the open ocean sailing aboard a tall ship, a seminar along the Pacific Coast, and a seminar on Nantucket Island, all of which are cross-disciplinary and inter-disciplinary exercises. Students live in historic, cooperative, coed houses at Mystic Seaport, the world’s largest maritime museum, and have full access to world-class maritime collections, a maritime library, well-equipped laboratory, and diverse coastal habitats (where field research can be undertaken in a wide variety of environments, ranging from tidepools and salt marshes to sandy beaches and estuaries). Students also participate in maritime skills under professional instruction, with choices such as celestial navigation, maritime art, music of the sea, boat building, or small boat handling and sailing. Williams-Mystic seeks candidates who are willing to try new things and work in a compelling academic environment. No sailing experience necessary, and all majors welcome—a typical semester at Williams-Mystic is represented by 12 to 14 different majors spanning the sciences and humanities. Sophomores, juniors, and seniors can attend. Interested students should contact Williams-Mystic at admissions@williamsmythic.org, call (860-572- 5359), visit the website (williamsmythic.org), or obtain a Williams-Mystic catalog from the Dean’s office. Applications are on the web and at the Dean’s office. Financial aid and scholarships are available.

Williams in New York

Williams in New York is a one-semester study away program with a focus on experiential education. It is distinctive, rigorous, and highly experiential, integrating traditional scholarship with ongoing fieldwork in related areas. Students attend classes and also spend 15 hours each week in a workplace environment, gaining hands-on experience that provides them with new insights and ideas which relate to their coursework. In turn, they bring this new-found knowledge into the workplace and are able to analyze their experiences against an academic background. The fieldwork placements are arranged in consultation with a Williams faculty member who serves as program director. Each student is placed in a city organization or agency, where they work closely with non-faculty supervisors throughout the semester. Classes are taught by the program director and other professors from Williams or New York area colleges and universities. The program is headquartered at the Williams Club in midtown Manhattan in close proximity to the New York Public Library, the City University of New York Graduate Center, Grand Central Station, and other New York landmarks.

ACADEMIC STANDARDS AND REGULATIONS

Attendance

In order to give students a larger share of responsibility for their own education, Williams College does not administer a general system of required classroom attendance. *The College expects students to make full use of their educational opportunities by regular class attendance and to assume the academic risks incurred by absences.*

Although no formal system of class attendance is maintained by the College, instructors may set such standards of attendance as they feel are necessary for the satisfactory conduct of their courses. Students who fail to meet these standards may be warned by the instructor and notice sent to the Dean that continued absence will result in their being dropped from the course. A failing grade will be assigned to any course dropped after the regular course change period. Students who do not attend the first class meeting in a semester course or Winter Study Project may be required to withdraw by the instructor. Attendance is required at announced tests and final examinations unless the student is specifically excused by the instructor or the Dean's Office. Satisfactory attendance in four quarters of activities approved by the Department of Physical Education is required except for students excused by the Dean and the Director of Health.

Registration

Registration for fall and spring semesters and for the Winter Study Program takes place at designated periods during the academic year. There may be a \$5 per day processing fee for any registration changes accepted after the announced deadlines.

New students register by mail in early summer; soon after arrival at Williams, they meet with their assigned Academic Advisors to discuss the curriculum and their course selections. All course changes for new students are made with the approval of the Faculty Advisors. During the first two years of study, students are limited in the number of courses they may take in one department or subject each semester. For full details, see page 45.

Course Change Period

Course changes may be made during a designated period at the beginning of each semester. No course changes may be made after that period except with the approval of the Committee on Academic Standing, after consultation with the Dean's Office. During Winter Study, a second Winter Study Project may be added if the instructor approves but the original Project may not be dropped. A processing fee of \$5 per day may be assessed for each course change accepted after the announced deadline.

First-year and first-semester transfer students may be permitted to withdraw from one course (incurring a deficiency but no grade penalty) as late as the tenth week of the semester. Upperclass students also may once in subsequent years withdraw from a course under the same conditions. A withdrawal, recorded on the transcript as a "W," is granted only with the approval of the instructor and a dean and only if there is complete agreement between the instructor and the dean that, despite conscientious effort to do the work, continuation in the course would be detrimental to the overall educational interest or health of the student. The deficiency thereby incurred must be removed in the normal manner. See references to making up deficiencies on page 20.

Course Load

Students are required to take and complete four courses each semester. In exceptional cases, students may, upon petition to the Committee on Academic Standing and with departmental approval at the time of registration, elect a pattern of five semester courses in the fall semester and three in the spring or three in the fall and five in the spring; a pass-fail course cannot be used as the fifth course in this pattern.

If a student with a disability believes that he/she is unable to pursue a full course of study, the student may petition the Disabilities and Accommodations Advisory Group for permission to pursue a reduced course load. Such a petition must be accompanied by a professional evaluation which addresses the student's inability to maintain a full course of study and discusses the rationale for a reduced course load. Upon consideration of a student's petition and supporting documentation, the Disabilities and Accommodations Advisory Group makes a recommendation to the Committee on Academic Standing which renders decisions. Such cases are considered on an individual basis and may be initiated at any time during the student's tenure at Williams.

Fifth Course Pass-Fail Option

Except in the case of the unbalanced course program described above, a student may, at the beginning of any semester, enroll in a fifth course that must be specified as the pass-fail course. *By the sixth week, a student must decide whether to continue the course, and if so, whether on a pass-fail or regularly graded basis.* A form for designating the option chosen will be sent from the Registrar's Office. A processing fee of \$5 per day may be assessed for 5th course grading option designations accepted after the announced deadline. A course graded "Pass" may *not* be used as one of the thirty-two semester courses required to complete the degree, to fulfill distribution or major requirements, or to make up a deficiency. A pass-fail course converted to a fifth regularly graded course may be used to fulfill distribution or major requirements or to make up a deficiency incurred in a prior term. The grade received will be included in the calculation of the student's cumulative grade-point average.

Winter Study Project

Students must take and pass a Winter Study Project in each of their four years. Winter Study Projects are graded Honors, Pass, Perfunctory Pass, or Fail. All work for Winter Study Projects must be submitted by the last day of the Winter Study Program; work may be accepted after this date only with the permission of a dean. Students who fail their Winter Study Projects will be placed on Academic Probation by the Committee on Academic Standing and will be required to make up the deficiency (see page 20). Students who fail through gross neglect of work will normally be required to resign. A student who receives a second Perfunctory Pass grade in Winter Study will be required to pass a fifth course, which may be graded on the regular A-E or pass/fail basis, in the following spring or fall semester.

Grading System and Records

Williams uses the following system of grades: A, excellent; B, good; C, fair; D, passing; E, failing. These letters, with plus and minus value, have the following numerical equivalents in calculating grade averages:

A+ = 4.33	B+ = 3.33	C+ = 2.33	D+ = 1.33	
A = 4.00	B = 3.00	C = 2.00	D = 1.00	E = 0
A- = 3.67	B- = 2.67	C- = 1.67	D- = 0.67	

A permanent record of each student's grades is kept and this official record forms the basis for any academic action by the College.

A transcript of a student's cumulative academic record is available from the Registrar's Office upon written request. Transcripts will not be issued for students who are in financial arrears.

Provisions relating to student records, access to them, and safeguards on their use are in the *Student Handbook*.

First-Year Student Warnings

In the middle of each semester, instructors report to the Registrar those first-year students whose grades at that time are unsatisfactory. The students and their academic advisors receive notices of warnings as a matter of routine. The Dean's Office will inform parents of students who receive two or more warnings unless instructed not to do so by the student within three working days of the receipt of the warnings.

Extensions of Deadlines

Deadlines for course work are set by the instructor with the following limitations:

- ♦ for courses *with final exams*, the latest that written work may be due is 5:00 p.m. on the last day of reading period.
- ♦ for courses *without final exams*, the latest that written work may be due is 5:00 pm. on the third-to-last day of the exam period.

If work is due before these deadlines, the instructor *may* grant an extension up to these deadlines solely at his or her discretion. Short extensions beyond these deadlines may be granted by a dean but only with the concurrence of the instructor. No extensions will be granted beyond the examination period except in the case of serious illness.

Instructors may require students who have missed announced quizzes or hour tests to present satisfactory explanations to a dean before they are permitted to make up the exercises.

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If a student is absent from a final examination, a make-up examination may be given only with the permission of a dean and at a time determined by the dean.

Deficiencies

A student receives credit for a course by obtaining a grade of at least *D minus*. If the student fails a course, he or she must make up the deficiency.

If a failure occurs in the first semester of a full-year course, the student may, with the consent of the instructor, continue the course and receive credit for the second semester only. If a failure occurs in the second semester of a full-year course, credit for passing the first semester may be retained only with the approval of the Committee on Academic Standing.

A senior who incurs a failure in the first semester in a required major course may be dropped from the College at midyear.

Normally deficiencies can be made up only by courses taken after the deficiencies have been incurred. A student must make up a deficiency in one of these ways:

- 1) obtain a grade of at least *C minus* in a summer school course, approved in advance by the Registrar, at a regionally accredited four-year college or university; (The grade will not, however, be included in the calculation of the student's cumulative grade point average.)
- 2) pass an extra graded course at Williams in the semester following the failure;
- 3) in the case of a first-semester failure of a year-long language course, obtain a grade of at least a *C minus* in the work of the second semester of that course. The failure for the first semester will, however, remain on the student's record and will be included in the cumulative grade point average.

A deficiency must normally be made up before the start of the following academic year, or in the case of a deficiency incurred in the spring semester, no later than the following fall semester. A student may, in consultation with the Dean's Office, petition the Committee on Academic Standing with an alternate plan.

Separation for Low Scholarship

It is the policy of Williams College not to permit a student to remain in residence after it has become evident that he or she is either unable or unwilling to maintain reasonable standards of academic achievement. At the end of each term, the Committee on Academic Standing reviews all academic records that fail to meet the following minimum academic requirements:

For first-year students: *Three* grades of *C minus* or better and no failures each semester, and
at least Perfunctory Pass on the Winter Study Project

For upperclass students: *Four* grades of *C minus* or better each semester, and
at least Perfunctory Pass on the Winter Study Project

Students whose records fail to meet these minimum academic requirements or whose records otherwise fail to show adequate progress may receive an academic warning, be placed on academic probation, or be required to resign.

Students who are required to resign from the College for academic reasons are normally not permitted to return for at least one year from the date of their resignation. A student who has been required to resign from the College may petition the Committee on Academic Standing through the Dean for reinstatement on two conditions only: all deficiencies must have been made up and a letter submitted to the Committee that offers convincing evidence that the student is ready and able to complete work toward a degree at Williams without further interruption.

When required to resign, students must vacate their rooms promptly. Financial aid students must also see the Director of Financial Aid before leaving to discuss loan repayment and renewal of aid in the event of readmission.

A student who fails to meet minimum academic standards in his or her final semester at Williams may be required by the Committee on Academic Standing to meet them by earning grades of at least *C minus* elsewhere before the B.A. will be awarded. If such work is required, it must be completed within three years unless stipulated otherwise, and the courses must be approved in advance by the Registrar.

Withdrawal from the College in Good Standing

Students may request personal leaves of absence from a dean and, if granted, withdraw from the College. Such time away, often as a period of reassessment and self evaluation, can prove to be educationally

Academic Standards and Regulations

beneficial. A withdrawal in good standing may be granted for not less than one semester and not more than three years. Students who withdraw in good standing are readmitted with the approval of the Dean's Office and are expected to complete the degree without further interruption.

Students may request permission from a dean to withdraw at any time. If a student is granted a personal leave of absence after the semester begins, but before the end of the drop/add period, the transcript will list the date of withdrawal as the day before the term began. If a personal leave is granted after the end of the drop/add period, but before the end of the eighth week of the semester, the transcript will list the date of withdrawal, but the semester will not count toward the maximum of eight allowed to complete the degree. If a personal withdrawal is allowed after the eighth week of the semester, the transcript will list the date of withdrawal and the courses in progress, each with a W; the semester will normally count toward the maximum of eight allowed to complete the degree and the student will incur deficiencies that must be made up before returning to the College.

Refunds

Payment refund or credit in the event of withdrawal is described on page 28.

Eligibility for and Completion of Majors

To be eligible for any major, students must have received grades of C *minus* or better in each course in the major taken in the first two years of college and *Honors* or *Pass* on any Winter Study Project taken in the major department or program. A senior may enter a major only upon the approval of the department chair and the Committee on Academic Standing.

All semester courses in the major must be taken on a regularly graded basis. In addition to passing each major course and, where required, a major Winter Study Project, the student must maintain an average in the major of 1.67 or higher. Seniors who have an average below 1.67 in the major field will normally not be allowed to continue. A senior who receives a grade of E in the first semester of a required major course may be dropped from the College at mid-year. A student who falls below these standards may continue in the major only with the approval of the Committee on Academic Standing.

A senior major exercise is not required by every department but is by some. All departments requiring such an exercise specify it as such in the description of their major programs in the "Courses of Instruction" section, and all students in those departments must complete the exercise satisfactorily.

Eligibility for Extracurricular Activities

A student is eligible to represent the College in any athletic, dramatic, literary, or musical event and be in the student government, or other organization as a member, substitute, or officer, unless he or she is declared ineligible:

- 1) by the Dean;
- 2) by vote of the Discipline Committee; or
- 3) by vote of the Committee on Academic Standing because of a dangerously low record.

The Student Honor Committee may recommend to the Dean loss of eligibility as a penalty for a violation of the Honor Code.

Dean's List

All students who attain a semester average of 3.50 or higher in a program of four or more courses are placed on the Dean's List for that semester.

Phi Beta Kappa Society

Students of the highest academic standing are eligible for election to membership in the Phi Beta Kappa Society in accordance with the following rules:

- 1) The requirements for election to membership shall be a grade point average of 3.3 and *Honors* or *Pass* in all required Winter Study Projects. There shall be two elections of new members for each class, at the end of the junior and senior years.
- 2) At the end of the junior year, all students in the highest five percent of the class, ranked by cumulative grade point average, shall be eligible for election provided they have met the requirements and have completed enough courses to be considered candidates for the B.A. degree in the following year. A student who leaves Williams at the end of the junior year to attend graduate school may be elected under the above procedures.

Academic Standards and Regulations

At the end of the senior year, all students not yet elected and in the highest 12.5 per cent of the class, ranked by cumulative grade point average, shall be eligible for election provided they have met the requirements.

3) Students shall be eligible for election only if they have been students at Williams College for at least two years.

4) Honorary members may be elected from distinguished alumni of at least twenty years' standing. No more than one such member shall be elected each year.

5) Any student who shall have gained his or her rank by unfair means or who in the judgment of the Dean of the College is not of good moral character is ineligible to election.

6) The name of a member elect shall be entered on the roll only after he or she has accepted the election and has paid to the Treasurer the regular entrance fee.

7) Any undergraduate member who withdraws from the College before graduation or who falls short of the minimum Phi Beta Kappa scholastic standing may, upon a two-thirds vote of the members present at the annual meeting, be deprived of membership in the society.

8) Any undergraduate member who is expelled from the College shall be deprived of membership in the Society.

9) While connected with Williams College as an officer of instruction or administration, any graduate of Williams College who is a member of another chapter of Phi Beta Kappa shall be considered a regular member of the Williams chapter.

10) While connected with Williams College as professor, associate professor or assistant professor, or an officer of administration, any member of another chapter of Phi Beta Kappa shall have all the privileges of the Williams chapter, including holding office and voting. While connected with Williams College, any other officer of instruction or administration who is a member of another chapter shall have all the privileges of the Williams chapter, except holding office and voting.

Awarding of Degrees

By vote of the Trustees, the degree of Bachelor of Arts is conferred at Commencement upon students who have completed the requirements as to courses and grades to the satisfaction of the Faculty. The right to a degree may, however, be forfeited by misconduct at any time prior to the conferring of the degree. No degree *in absentia* will be conferred except by special vote of the Trustees on petition presented to the Dean. Diplomas will not be authorized for students who have not paid College charges or have not returned all books belonging to the library.

Graduation with Distinction

The Faculty will recommend to the Trustees that the degree of Bachelor of Arts with distinction be conferred upon those members of the graduating class who have passed all Winter Study Projects and obtained a four year average in the top:

35% of the graduating class — Bachelor of Arts *cum laude or higher*

15% of the graduating class — Bachelor of Arts *magna cum laude or higher*

2% of the graduating class — Bachelor of Arts *summa cum laude*

ACADEMIC ADVISING

A variety of academic advice and counsel is provided to students during the course of their undergraduate education. Instructors, departmental and administrative officers, and some special programs are available to help students explore and develop their academic interests and talents and take advantage of academic opportunities available through the College.

In the first year each student is assigned an academic advisor from the faculty or staff. This advisor discusses course choices and academic requirements with the student. The Dean's Office coordinates this advising program, reviews the academic progress of individual students, and—when appropriate—calls students in to discuss their situations.

In the sophomore year, students continue their relationship with their first-year advisor and it is recommended that they seek advice from deans, former advisors, and instructors, along with preprofessional and other special advisors (see page 411). Sophomores are also encouraged to discuss major options and requirements with faculty members from departments and programs in which they have an interest before declaring a major in the spring semester.

The student-run Peer Advisor program provides additional advice and information for sophomore students in particular, as well as for first-year students and any others with questions about particular courses, departments, majors, or areas of study. Senior Advisors are nominated by departments and programs from among the year's senior majors. During the course of the year the Senior Advisors hold several Course and Majors Fairs, keep informed about any changes in faculty and curriculum in their departments, and generally make themselves available for consultation by students.

In the junior and senior years students are advised by faculty from their major departments or programs. Each department or program determines its own advising system for its majors, although chairs are regularly available for consultation.

ACADEMIC ASSISTANCE

Additional programs of academic assistance are also available through the Dean's Office. After conferring with the instructor, a student needing extra help in a particular course may request a tutor recommended to the Dean's Office by the department; costs of this tutoring are covered by the Dean's Office. Students seeking to improve their writing skills in any course may take advantage of the *Writing Workshop*. Trained and supervised by a coordinator, student writing tutors provide help with problems on papers already corrected and with drafts of papers in progress. The *Math and Science Resource Center*, a drop-in help center staffed by student tutors, is also available to students of Biology 101, 102 and 202, Chemistry 151, 153, 155, 251, and 255, Mathematics 100, 101, 102, 103, 104, 105 and 106, Physics 131, 132, 141 and 142, and Statistics 101 and 201.

EXCHANGE AND STUDY ABROAD

Advising of exchange students and of Williams students wishing to study abroad in the junior year is coordinated by the Dean's Office. Special orientation and information meetings are held during the fall semester for new students and for students wishing to study abroad. Orientation and counseling of international students is arranged by the International Student Advisor in the Dean's Office.

POSTGRADUATE AND PROFESSIONAL STUDY

Please see page 31.

ACADEMIC HONESTY

All students are expected to be familiar with the Williams College Honor Code and to reaffirm their commitment to the Statement of Academic Honesty at the beginning of each academic year. The Honor Code covers all aspects of academic honesty, including the writing of papers and laboratory reports as well as all quizzes, homework assignments, hour tests, and examinations.

Statement of Academic Honesty

As an institution fundamentally concerned with the free exchange of ideas, Williams College has always depended on the academic integrity of each of its members. In the spirit of this free exchange, the students and faculty of Williams recognize the necessity and accept the responsibility for academic honesty.

A student who enrolls at the College thereby agrees to respect and acknowledge the research and ideas of others in his or her work and to abide by those regulations governing work stipulated by the instructor. Any student who breaks these regulations, misrepresents his or her own work, or collaborates in the misrepresentation of another's work has committed a serious violation of this agreement.

Students and faculty are to report violations and alleged violations of this agreement. Such reports are to be submitted to the Student Honor Committee, consisting of eight student members of the joint Faculty-Student Honor System-Discipline Committee. This committee is responsible for determining the guilt or innocence of the accused person or persons, and for recommending appropriate punishments to the Dean. A committee of faculty members to be designated by the Faculty will sit with the Student Honor Committee in an advisory capacity.

A quorum of three-quarters shall be required for the Committee to meet. A vote of guilty by at least three-quarters of those present is necessary for conviction. A recommendation for dismissal must be made by unanimous vote of those present, and shall be carried out only with the assent of the President of the College.

The Committee is responsible for informing the student body of the meaning and implications of this statement. The aforementioned faculty committee shall be responsible for informing faculty members of the meaning and implications of this statement.

Any amendments to this statement must be made through a student referendum in which two-thirds of the student body votes, and in which two-thirds of those voting vote for the amendment. These alterations must be ratified by the Faculty.

Adopted 1971

Guidelines

Instructors are encouraged to submit to the Honor Committee a written statement defining how the Statement of Academic Honesty applies to their courses or laboratories, and to explain such guidelines to their students. Instructors may set any type of final examination or hour test, ranging from closed-book, alternate-seating classroom exercises to open-book, "take-home" examinations or papers, and any requirements for laboratory exercises. Some instructors encourage cooperation among students but others do not. If a student is unsure how the Honor Code applies in a particular situation, it is ultimately the student's responsibility to find out from his or her professor, or from a member of the Honor Committee, how the Honor Code applies in that situation. An open and highly individualized system can last only as long as both the students and the faculty work together to create a true academic community.

In written material, students are expected to avoid the possibility of even unintentional plagiarism by acknowledging the sources of their work. Careful observance of accepted standards of reference and attribution is required. The basic rules are summarized below. Students are further advised to consult a recognized style manual to learn how to acknowledge sources correctly. While academic honesty does not demand a footnote on statements of common fact, it does require that a student provide clear footnotes or other appropriate documentation and give credit in the bibliography to ideas, interpretations, and facts that particular sources have contributed to the student's final work.

Academic Honesty

The basic rules of attribution require that:

- 1) A direct quotation (whether a single word or a phrase, sentence, paragraph, or series of paragraphs) must always be identified by quotation marks, by indenting and single spacing, or by reduced type size of the quoted material, and a note must be used to state the exact source.
- 2) A paraphrase of the work of another must be acknowledged as such by a note stating the source.
- 3) Indebtedness to the specific ideas of others, or the summarizing of several pages, even though expressed in different words, must be acknowledged by a note stating the source.
- 4) Every instance of the use of another student's laboratory reports, computer programs, or other material must be acknowledged by a note.
- 5) Even the use of a student's own previous work must be acknowledged; thus, a student must obtain the prior permission of all instructors concerned before submitting substantially the same paper in more than one course.

Procedures for Alleged Violations

Students or faculty members who have discovered a violation or a possible violation of the Honor Code should report it promptly either to the faculty chair or to the student chair of the Honor Committee. As soon as possible after receiving a report of an alleged Honor Code violation, the Student Honor Committee will convene to hear the case. The person bringing the charge will present the evidence to the Committee in the presence of the accused student, who may then speak in his or her own defense both with and without the accuser present. After the accused student has left the proceedings, the Committee will determine innocence or guilt and, if the latter, will recommend an appropriate penalty to the Dean. Depending on the circumstances of the violation, penalties then imposed by the Dean may include such possibilities as a directed grade of E in the course, disciplinary probation, or temporary or permanent separation from the College.

EXPENSES

Within the limits of available funds, Williams endeavors to offer its educational opportunities to all who qualify for admission. Income from its endowment and annual contributions from its alumni and friends have enabled Williams to keep its tuition at about half the actual cost per student to the College.

Payment of Term Bills

College bills for one-half of all tuition and fees are mailed to parents twice a year (in mid-July and mid-December) for payment on August 15 and January 15; a fee of \$250 may be charged if payment is received after these dates. Term bills must be paid before the semester's classes begin or the student will not be permitted to enroll in classes or remain in residence at the College. Billing statements for accounts with outstanding balances or current activity will be issued monthly and are due upon receipt.

All outstanding balances must be paid to the Bursar, and all books and materials must be returned to the Library, before the student is entitled to a degree or a transcript.

College Bills

College charges for tuition, room, board, and fees for the academic year 2005-2006 are as follows:

Tuition	\$31,548
Room Fee (including telephone service)	4,330
Full Board	4,220
Student Activities Fee*	162
House Maintenance Fee (upperclass) or First-Year Dues	50
	<hr/>
	\$40,310

Other Expenses

Based on a study of expenses reported by financial aid students, a minimum normal budget for a college year at Williams includes additional expenses estimated as follows:

Books	800
Clothing, Laundry, Recreation	approximately 1200
	<hr/>
Estimated year's total, <i>exclusive</i> of travel expenses**	\$2,000

*A student activities fee for support of non-athletic student organizations is charged to all undergraduates as part of the College term bill. It includes, for example, subscriptions to the college newspaper, and admission to most drama productions and musical events on campus.

**Travel expenses are not included in figures listed above. The cost of two round-trip tickets is added into each successful financial aid candidate's award.

Additional Items

A House Maintenance Fee of \$50 per year is charged to upperclassmen as a part of the College term bill. It is used to provide a base for the social and cultural programs of each residential House and to meet any unusual maintenance expenses for the Houses. First-year class dues of \$50 are charged at the rate of \$25 each semester.

The Commonwealth of Massachusetts requires that, effective September 1, 1989, all full- and part-time students enrolled in institutions of higher education located in Massachusetts must participate in a qualifying student health insurance plan offered by the institution or in another health insurance program affording comparable coverage.

Expenses

The College offers a qualifying student health insurance plan to all students. The College will allow students to waive participation in this insurance plan if the student will certify in writing, before the beginning of the academic year, that the coverage offered by an alternative program chosen by the student is comparable to that of the qualifying program available at the College.

Information about the student health insurance program offered by the College, including current details of its cost, is mailed to all students each year. Additional information about this program or about the Commonwealth's requirements is available through the Thompson Health Center at (413) 597-3166.

There may be a \$5 per day processing fee for any registration changes accepted after the announced deadlines. There is a charge of \$25 for a lost key.

Payment of College Bills

A non-refundable deposit of \$200 to reserve a place in the first-year class is required from all admitted candidates (except certain financial aid recipients) by the Candidate's Reply Date of May 1. The deposit appears as a credit on the term bill rendered in July.

College tuition statements for one half of all fees are mailed to the billing name(s) and addresses on record twice a year—in July, payable by August 15, and in December, payable by January 15. Payment may be made by check, money order, or wire transfer. Credit cards can not be used to pay tuition and fees. A fee of \$250 may be charged if payment is received after these dates.

Students who receive a scholarship(s) that was not awarded through the Williams Office of Financial Aid must complete a Scholarship Information Sheet and mail it to the Financial Aid Office by early June. Provisional credit will be posted to the semester bill for the following; anticipated disbursements of direct loans for which a promissory note has been signed and returned to the Office of Financial Aid, anticipated disbursements of outside loans approved by the lender, outside scholarships which have not yet been received and applied against the student account and any remaining semester contract amount for the Ten Month Payment Plan. If actual payment for the above provisional credits are not received by the date anticipated, the provisional credit will expire and be removed from the student's account creating a balance due.

A check returned to the College for any reason such as "account closed" or "insufficient funds" will be charged to the student's term bill and a "return check charge" of \$20.00 will be assessed. The College reserves the right to require that payment be made in the form of cash, cashier check or money order.

Students with bills still unpaid at the start of the semester who have not made satisfactory arrangements with the Bursar will not be permitted to enroll in classes or remain in residence at the College. Furthermore, if arrangements for payment after the start of the semester are approved by the Bursar and these expected payments are not made on time, students may not be allowed to enroll for the next semester.

If efforts by the Bursar's Office to collect the monies owed are unsuccessful, the account could be placed with a collection agency, and if the delinquency persists, the College's experience with the account may be reported to a national credit bureau. It is the policy of the College to pass on to the debtor all reasonable costs associated with collection of the debt through a collection agency. If at any time the student believes information concerning payment delinquency is inaccurate, he/she should notify the College c/o The Bursar's Office, P.O. Box 406, Williamstown, MA 01267.

There are several loan options available to parents through outside sources. These include the MassPlan Loan through the Massachusetts Educational Financing Authority and the Federal Plus Loan Program. Information on these loans can be found in the brochure *A Guide to Borrowing for College*.

Williams also offers an installment plan, administered by Tuition Management Services whereby the yearly charges are paid in 10 equal installments starting in June, with no interest charges. There are no income restrictions. Monthly payments will be the total cost (less any scholarships, Stafford or parent loans) divided by 10. There is an administration fee for this program. Information on this program is sent each spring to all parents or can be obtained by calling Tuition Management Services at (888) 216-4258.

Expenses

Refund Policy

Federal regulations require that all educational institutions disclose their refund policy to all prospective students. In accordance with that regulation, below is the Williams College Refund Policy for the 2005-2006 academic year.

Fall Semester 2005

Date of Withdrawal

Prior to start of classes	September 8	100% (tuition, room, board)
Week 1	September 8–14	90% (tuition, board only)*
Week 2	September 15–21	80% (tuition, board only)*
Week 3	September 22–28	70% (tuition, board only)*
Week 4	September 19–October 5	60% (tuition, board only)*
Week 5	October 6–12	50% (tuition, board only)*
Week 6	October 13–19	40% (tuition, board only)*
Week 7	October 20–26	30% (tuition, board only)*
Week 8	October 27–November 2	20% (tuition, board only)*
No refund after November 2, 2005.		

Winter Study/Spring Semester 2006

Date of Withdrawal

Prior to start of classes	February 2
February 2–8	
February 9–15	
February 16–22	
February 23–March 1	
March 2–8	
March 9–15	
March 16–22	
March 23–29	
No refund after March 29, 2006.	

Students who are considering withdrawal from the College should be sure to meet with the Dean's Office, the Financial Aid Office and the Bursar's Office before rendering their final decision.

*Housing, insurance and miscellaneous fees are not pro-rated after the start of classes. (Prorata refunds for insurance will be provided only when an insured enters the armed forces of any country.)

For students receiving Title IV federal funds, repayment of federal funds on a pro-rata basis will be determined up to the 60% point of the semester per federal regulation. Please note that withdrawal late in the semester could result in a balance owed to the College for federal aid that must be returned to the program.

Repayment is first made to federal programs in the following order: Unsubsidized Federal Direct Stafford Loan, Subsidized Federal Direct Stafford Loan, Federal Perkins Loan, Federal Direct PLUS Loan, Federal Pell Grant, Federal SEOG, Federal SSIG, Robert Byrd Scholarship. Any remaining credit balance reimburses other sources in the following order: Williams scholarship, other scholarships, other parent loan programs and family. Specific examples are available on request.

The College offers, through A.W.G. Dewar, Inc., a Tuition Refund Plan which supplements the Williams College Refund Policy in certain circumstances. A brochure describing this plan will be sent to you under separate cover, or you may contact Dewar, Inc. directly at (781) 380-8770.

Financial Aid

Williams has a substantial financial aid program to promote the greatest possible diversity in the social and economic background of the student population. Students interested in financial aid policies and procedures should consult *Williams College Prospectus*, the *Student Handbook*, or the Office of Financial Aid.

Distinctive Undergraduate Scholarships

Williams College, through the Office of Financial Aid, administers over three hundred endowed scholarships, all of which are based on demonstrated need. Students who apply for financial assistance are automatically considered for all these and other endowed scholarships. No separate application is required. Limited space prohibits the complete listing of these, but some deserve special mention because of their distinctiveness.

BRONFMAN FAMILY FUND—Established in 1990 as part of the Third Century Campaign for international programs. The family's support provides financial aid both for students coming to Williams from foreign countries and for students spending part of their undergraduate years overseas.

CLASS OF 1936 MEMORIAL SCHOLARSHIP—Established in 1986 by members of the Class of 1936 and their families and friends as its 50th Reunion gift to the College. Preference is given to descendants of members of the Class of 1936.

CLASS OF 1957 SCHOLARSHIP—Established in 1982 by the Class of 1957 as its 25th Reunion gift to the College. This award honors several Juniors and Seniors each year who have successfully combined campus leadership with academic achievement.

POLLY AND WILLARD D. DICKERSON '40 SCHOLARSHIP—Established in 1990 by members of the Class of 1940 on the occasion of their 50th Reunion in honor of Willard D. Dickerson '40, Executive Director of Development Emeritus, and his wife Polly. For 32 years from their home in Williamstown the Dickersons cared for the College, the Class, and its members with great concern, affection, and pride. Awarded to young men and women of promise.

MARY AGNES R. AND PETER D. KIERNAN '44 SCHOLARSHIP—Established in 1989 by Fleet Financial Group in memory of Peter D. Kiernan '44, former chairman and CEO of Fleet/Norstar Financial Group, Inc. The scholarship was further endowed by Peter D. Kiernan III '75, and his wife Eaddo, in memory of his father and in honor of his mother, Mary Agnes R. Kiernan. Seven scholarships are awarded annually, with preference given first to Fleet employees and their children or to residents of regions served by Fleet Financial Group (notably New England, New York, and New Jersey). A secondary preference is given to students from Ireland.

JOHN W. LASELL SCHOLARSHIP—Established in 1952 by five members of the Lasell family in memory of John W. Lasell of the Class of 1920. Preference is given first to students of Whitinsville; then to other Massachusetts residents.

HERBERT H. LEHMAN SCHOLARSHIP—Established in 1964 by Mrs. Lehman as a memorial to her husband, a former New York Governor and U.S. Senator, who graduated from Williams in 1899. Fifteen to twenty upperclass students are selected each year on the basis of service to both the Williams and wider community.

MORRIS AND GLADYS LEWY SCHOLARSHIP—Established in 1983 by Morris and Gladys Lewy, parents and grandparents to two Williams graduates. Preference in these awards is given to pre-medical students.

JOHN J. LOUIS, JR. '47 SCHOLARSHIP—Established in 1976 by the late John J. Louis, Jr., former Trustee of Williams, for general scholarship purposes. Preference is given to students from Illinois.

RALPH PERKINS '09 SCHOLARSHIP—Established in 1960 by the family of Ralph Perkins, a member of the class of 1909. Preference in this award is to be given to students from Ohio.

FREDERICK H. ROBINSON '20 MEMORIAL SCHOLARSHIP—Established in 1988 by the late Mrs. Dorothy S. Robinson in memory of her husband, a member of the Class of 1920. Preference in the award is to be given to students who demonstrate interest in music.

SPENCER FAMILY SCHOLARSHIP—Established at Williams in 1991 by Mrs. Harriet Spencer, a former Trustee of the College, in honor of her husband's (Edson W. Spencer '48) 65th birthday and her

Expenses

great affection and respect for Williams College. Preference in this award is to be given to students of Native American, African-American, Latino, or Asian-American descent.

C. V. STARR SCHOLARSHIP—Established in 1981 by the C. V. Starr Foundation with preference to be given to foreign students.

FRANCIS LYNDE STETSON SCHOLARSHIP—Established in 1921-22 by Francis Lynde Stetson, Class of 1867. Preference in these awards is to be given to students from northern New York.

JACOB C. STONE SCHOLARSHIP—Established in 1928 by Jacob C. Stone, a member of the Class of 1914, a Trustee of Williams, and a native of North Adams, Massachusetts. Preference in this award is to be given to students from Berkshire County.

STEPHEN H. TYNG SCHOLARSHIP—Established in 1940 through the bequest of Mrs. Juliet Tyng, in memory of both her husband and son. These scholarships are the most distinctive awards presented each year to six to eight of the most promising scholars in the first-year class. Tyng Scholars are also eligible for assistance for up to three years of graduate/professional study.

Alumni Funded Tutorials

Tutorials bring a professor and two students together in weekly sessions that epitomize President James A. Garfield's (Class of 1856) legendary statement: "The ideal college is Mark Hopkins on one end of the log and a student on the other." They forge student-professor bonds, teach students about arguments, about arriving at and defending a position, and about responding on the spot to questions, criticisms, and suggestions. They also promote critical reading, the writing of succinct analyses, and oral defense.

The College acknowledges the Classes of 1953, 1954, and 1979 with deepest gratitude for supporting Tutorials with their generous 25th and 50th Reunion gifts. Williams is also pleased to recognize the following individuals who have created generous endowments to support Tutorials in honor of their 25th and 50th Reunions: Hugh Germanetti 1954, David A. Gray 1954, John D. Mabie 1954, and John H. Simpson 1979.

A member of the Class of 1954 Reunion gift Purpose Committee says, "This is the essence of education and eminently worthy of the full support of the 50th Reunion Class of 1954. I was always aware of the benefit we each enjoyed as one student among only fifteen or eighteen in our usual classes—would that we also could have had the benefit of regular two-on-one sessions with a professor. I don't believe we could offer those who follow us anything richer than that experience."

PREPARATION FOR GRADUATE AND PROFESSIONAL STUDY

Although the principle function of Williams is to provide a broad and solid liberal education that will be of lasting value no matter what the vocation a student may pursue, the College recognizes that no fundamental conflict exists between a liberal education and preparation for a professional career; on the contrary, a foundation of liberal studies increases professional competence in any field. A student should plan his or her program of study so as to provide as much educational breadth and enrichment as circumstances permit. A student should also give serious consideration to post-college plans early in the college career.

Each departmental major provides the foundation for graduate study in the corresponding field. Students should consult the departmental programs listed under "Courses of Instruction" for requirements, and for special advice regarding preparation for graduate study. Students should also consult with the appropriate departmental chairman or the special faculty advisors as early as possible in their college careers to make certain they have taken all the necessary factors into consideration.

Particular attention is called to the foreign language requirements of graduate study. Candidates for the degree of doctor of philosophy at almost all graduate schools are required to have a reading knowledge of both French and German. Under certain circumstances another language may replace French. Many graduate schools require also a knowledge of Latin for students of English and Romantic Languages. Candidates for the master of arts degree are required to have a reading knowledge of either French or German. Students should consult departmental chairmen or the faculty advisors for the requirements in specific fields of study.

Visual Arts

Although requirements set by various art and architectural schools differ, the basic requirements for a variety of visual arts fields are summarized in the pamphlet "Guide to the Studio Art Major," available from the Department of Art office in the W.L.S. Spencer Studio Art Building or the Office of Admission. A summary of the requirements of all art and architecture schools offering Master of Arts and/or Master of Fine Arts is available in the bulletin of the College Art Association (CAA), "MFA Programs in the Visual Arts: A Directory." According to the current edition:

Admission to MFA programs should be based on the nature, extent, and quality of undergraduate preparation, including courses in studio, art history, and other academic subjects. Quality of studio preparation can best be judged on the basis of careful evaluation of work done at the undergraduate level; therefore, a portfolio review (usually represented by slides) is regarded as an absolute necessity in the admission process.

While many institutions consider the BFA to be the standard qualifying degree, the fact that the applicant has attended a BA- or BS-granting institution does not necessarily rule out acceptance in most MFA programs. Whatever the undergraduate degree, most entering graduate students tend not to be completely prepared in one or more of the areas cited above and will require remedial make-up work...

Some institutions use the MA degree as a qualifying prerequisite for final acceptance into MFA candidacy, allowing the student to apply the earned credits toward the higher degree. (pp. 139-40)

Students are advised to take into consideration not only current minimum requirements but also recommended courses. A summary of the essential information required for curricular planning may be found in the "Guide to the Studio Art Major" and in the pamphlet "Choosing First Year Courses."

Business Administration

Williams offers no special course in preparation for a business career for graduate study in business administration. The qualities which are important to succeed in business, and which graduate business schools are seeking, are an ability to reason and to express oneself logically and clearly in written and oral exposition; a good understanding of the physical and social environment in which business operates; a solid background in quantitative skills; and an appreciation of human motivations and goals. This means that a broad liberal arts program is preferred over a highly specialized one.

Within this broad prescription it may be desirable to have at least one year of economics and one year of mathematics (including statistics and calculus). For those interested in production management or opera-

Preparation for Graduate and Professional Study

tion research, additional work in any quantitative course and/or a course in computer science would be helpful.

But there is no particular major at Williams that is designated as preparation for the business profession. Students interested in futures in business are encouraged to undertake a broad educational program in the arts, humanities, and sciences. It is important that one gets involved in extra-curricular activities and that one holds a leadership position.

Students interested in graduate work in business administration should consult with the Director of the Office of Career Counseling.

Engineering

Many Williams graduates enjoy productive careers in engineering, applied science, or technical management. Successful engineers need to be able to communicate effectively, reason logically, and understand both the technical and the social dimensions of a problem. A prospective engineer should major in one of the sciences (usually physics, chemistry, computer science, or mathematics), while pursuing a broad liberal arts education at Williams. Most often he or she will complete a Williams B.A. in the usual four years and then go to an engineering school for professional training leading to a master's degree or doctorate in engineering. While it may be necessary to make up a few undergraduate engineering courses, the opportunities at Williams to participate in scientific research and the breadth of a liberal arts education prepare Williams graduates to succeed in engineering graduate study and in their careers.

The booklet "Choosing First Year Courses" contains a list of Williams courses recommended to prospective engineers. Students interested in engineering also have the opportunity to take undergraduate engineering courses at other institutions. Williams maintains formal exchange programs with California Institute of Technology, Thayer School of Engineering at Dartmouth College, and Rensselaer Polytechnic Institute. Williams students can arrange to study at one of these leading engineering schools for one or two semesters, typically during the junior year. Please see the "Exchange Programs" section of this catalog for more information. The 3-2 program with Columbia University offers another opportunity to study engineering at the undergraduate level. Please see the "Combined Program in Liberal Arts and Engineering" section for information.

The pre-engineering advisor, Professor Jefferson Strait, will be happy to help plan course selections and to discuss the possible paths to a career in engineering. Many more details about pre-engineering can be found in the Physics Department section of the College website.

Law

Williams graduates regularly proceed directly to law schools on the strength of their liberal education. No special courses are presented for pre-law students.

Students intending to study law should consult with the Pre-Law Advisor, Dawn Dellea, at the Office of Career Counseling.

The Health Professions

Many Williams graduates elect to pursue a career in medicine, dentistry, veterinary medicine, public health, or other health-related fields. All are welcome to seek guidance from the Health Professions Office.

Students interested in medicine and related fields should pursue a broad liberal arts education, letting enthusiasm for subjects be a guide. In most cases, a student should consider volunteer service and field-specific internship experience in an effort to confirm interest in the chosen field. With careful planning, any major can be studied.

In order to pursue a career in a health-related field, a student must pay particular attention to the courses required for graduate school admission. In certain fields, upwards of twelve courses are listed as prerequisites. The general requirements for many programs are outlined in "Choosing First Year Courses," but each student considering advanced study in the health fields should plan on meeting with the Health Professions Advisor early in the college career to ensure that planned coursework will meet specific admissions requirements.

Charley Stevenson, the Health Professions Advisor, will be happy to discuss goals and specific steps which might help a student realize them.

Preparation for Graduate and Professional Study

Pre-College and College Teaching/Research

A central qualification for careers in teaching at any level is proficiency in a major. Students interested in college teaching and research should prepare themselves at Williams for graduate work in the subject of their choice. Those interested in teaching at the elementary or secondary level should plan to attain state certification and/or earn an MAT or M.Ed at a good graduate school. There are many opportunities to do teaching internships and study education as an undergraduate while at Williams.

Students interested in college teaching should consult with the chairs of the departments in which they intend to major. Those interested in teaching at the elementary and secondary level should consult with the Director of the Program in Teaching or the Office of Career Counseling.

Teaching After Williams

There are many options for teaching after Williams, including independent and public school teaching. Many states now offer streamlined programs to certify public school teachers, and many states offer wide range of options for acquiring certification while you teach. Students who are interested in teaching are encouraged to contact Susan Engel, the Director of the Program in Teaching at Williams, to find out how they might participate in the program.

The Office of Career Counseling has a very active on-campus educational recruiting program that includes many private schools as well as Teach for America and similar programs. The program begins in the fall and continues through the spring. Students interested in teaching at private elementary- or secondary-level schools or participating in the Teach for America or similar programs directly after graduation from Williams (certification is not required) should consult with the Office of Career Counseling.

Religious Study

There is no particular path through the Williams curriculum designed or recommended for students intending to prepare for a career as a religious professional, enroll in a seminary or pursue theological education. Most undergraduate liberal arts courses can be useful to the prospective minister, priest, rabbi, imam, or teacher of religion. Ordination requirements vary widely depending on the particular religious community or tradition; in some cases it may be possible to make progress on certain credentials in academic study or field experience during the undergraduate years. A basic foundation in the study of religion is certainly helpful—sacred texts, scriptural languages, history, philosophy, phenomenology and comparative studies, etc. Students contemplating advanced academic work in religious studies in preparation for a career in teaching or scholarship should give serious consideration to concentrated undergraduate study in the field.

Students with vocational interests that may include ordination or certification as a religious professional are urged to make themselves known to one of the chaplains (or, where appropriate, one of the local clergy) as soon as these interests begin to come into focus. Those interested in graduate academic programs in religious studies should consult with the faculty advisor in that field.

GRADUATE PROGRAMS AT WILLIAMS

Master of Arts in Development Economics

The Center for Development Economics, which opened at Williams College in 1960, offers an intensive one-year program in economic analysis and quantitative techniques leading to the degree of Master of Arts in Development Economics. The program is specifically designed for economists from developing countries who have already embarked on professional careers in public agencies. The curriculum requires courses in development economics, macroeconomics, public finance, and econometrics. CDE fellows choose among other courses on related topics in lecture, seminar, and tutorial formats.

Fellows are normally nominated for the program by the public agencies from which they will be on leave. A candidate must have a B.A. or B. Sc. degree of honors quality in economics, have two or more years of relevant work experience, and have an effective command of spoken and written English. Williams undergraduates who satisfy course prerequisites, with the consent of the individual instructor, are encouraged to take courses at the Center.

All communications relating to the degree of Master of Arts in Development Economics should be addressed to the CDE, Assistant Director, 1065 Main Street, Williams College, Williamstown, Massachusetts 01267, or e-mail cde@williams.edu.

Master of Arts in the History of Art

In cooperation with the Sterling and Francine Clark Art Institute, Williams College offers a two-year course of study leading to the degree of Master of Arts in the History of Art. The objective of the program is to offer to a small number of students a thorough professional preparation for careers in teaching and museums, and to enable them to pursue further research whether independently or at other institutions offering higher degrees. The curriculum consists of seminars in art historical subjects and an intensive study of foreign languages in the context of the general literature of art. Problems of criticism, connoisseurship, and conservation arising from the study of original works of art are fundamental to the program, and opportunities are provided for practical experience in museum work at the Clark Art Institute, the Williams College Museum of Art, and the Massachusetts Museum of Contemporary Art. The study of primary materials is further extended by field trips to other collections. The degree is normally awarded after two years of resident graduate study. To earn the degree, students must take ten courses, of which at least six must be graduate seminars (including ARTH 504). In connection with the preparation of a paper for the Graduate Symposium, students will register for an eleventh course (ARTH 509), to be graded pass/fail, in their fourth semester. A demonstration of proficiency in reading two foreign languages is required. Of these two, German is *required*, and French is recommended. In January of the first year, students participate in a European study trip with selected faculty; in January of the second year, students must complete a Qualifying Paper. In addition to all course work, students must, at the end of the second year, present a shortened version of the Qualifying Paper in a graduate symposium to be held on Commencement weekend. To enter the program a successful applicant must have been awarded the degree of Bachelor of Arts or its equivalent from an accredited institution. An undergraduate major in art is not required for acceptance to the program.

For further information, write: The Director, Graduate Program in the History of Art, Box 8, Williamstown, Massachusetts 01267, telephone (413)458-9545, or email gradart@williams.edu.

PRIZES AND AWARDS

The names of persons to whom awards have been made in 2003-2004 are given in the back of the catalog.

George Olmsted Jr., Class of 1924 Prizes

Awarded for excellence in teaching to four secondary school teachers nominated by members of the senior class.

Prizes in Special Studies

JOHN SABIN ADRIANCE 1882 PRIZE IN CHEMISTRY. From a fund given by John Sabin Adriance, 1882, a cash prize is given to the student who has maintained the highest rank in all courses offered by the department of chemistry.

ROBERT G. BARROW MEMORIAL PRIZE FOR MUSIC COMPOSITION. Established in 1989 in memory of Robert Barrow, professor of music at Williams 1939-1976, to be awarded to a qualified music student on the basis of his/her accomplishment in music composition at Williams College and on promise as a composer.

ERASTUS C. BENEDICT 1821 PRIZES. From a sum of money given by Erastus C. Benedict, 1821, once an instructor in the College, first and second cash prizes are awarded for excellence in biology, French, German, Latin, Greek, history and mathematics.

RUSSELL H. BOSTERT THESIS PRIZE IN HISTORY. A cash prize established in 1990 by Rodger L. Headrick 1958 in honor of Professor Bostert, Stanfield Professor of History, on the occasion of his retirement after forty-two years as a member of the Williams faculty, and awarded to an Honors student for the best thesis in American History, with special consideration to inter-American relations or Sino-American relations.

KENNETH L. BROWN 1947 PRIZE IN AMERICAN STUDIES. From a fund established by his parents in memory of Kenneth L. Brown, 1947, a cash prize is awarded annually to a senior majoring in American Studies.

NATHAN BROWN PRIZE IN HISTORY. In honor of Nathan Brown, a member of the class of 1827 who was a distinguished linguist and missionary to several Asian countries, the department of history awards a book to the first-year student or sophomore who writes the best essay in a course in African, Asian, Latin American, or Middle Eastern history.

DAVID TAGGART CLARK PRIZE IN LATIN. Established by a bequest from the estate of David Taggart Clark, a cash prize is awarded annually to a sophomore or first-year student who excels in Latin declaration or recitation.

JAMES BRONSON CONANT AND NATHAN RUSSELL HARRINGTON 1893 PRIZE IN BIOLOGY. A cash prize founded by the class of 1893 in memory of two of their classmates is awarded upon the recommendation of the chairman of the department of biology for outstanding work done in biology.

DORIS DE KEYSERLINGK PRIZE IN RUSSIAN. A book awarded annually by the department of Russian in honor of Doris de Keyserlingk, teacher of Russian at Williams College from 1958 to 1971, to a student who has earned distinction in Russian studies.

GARRETT WRIGHT DE VRIES 1932 MEMORIAL PRIZE IN ROMANCE LANGUAGES. From a fund in memory of Garrett De Vries, 1932, given by his father, Dr. Joseph C. De Vries, a cash prize is awarded annually on recommendation of the department of Romance languages for excellence in Spanish.

JEAN DONATI STUDENT EMPLOYEE AWARD IN MUSIC. Established in 1988 by colleagues and friends, in recognition of Jean Donati's service to the music department in management of both office and concert operations (1966-1988). Awarded to a senior who has done the most for the music department as a student employee during his/her years at Williams.

HENRY A. DWIGHT 1829 BOTANICAL PRIZE. From a fund created by the bequest of Nellie A. Dwight to establish a prize in memory of her father, Henry A. Dwight, 1829, a cash prize is awarded annually to the student who maintains the highest standing in botany or a related area of study.

ENVIRONMENTAL STUDIES COMMITTEE AWARD. For outstanding contributions to the Environmental Studies community at Williams.

THE NICHOLAS P. FERSEN PRIZE IN RUSSIAN. A book awarded annually by the Department of Russian to a student whose intellectual vitality and passion for Russian culture reflect the spirit of Nicholas Fersen, professor of Russian at Williams from 1960-1988.

FREEMAN FOOTE PRIZE IN GEOLOGY. Established in 1986 by a group of alumni in honor of Professor Emeritus of Geology Freeman Foote. For an outstanding senior thesis in Geology.

ROBERT W. FRIEDRICH'S AWARD IN SOCIOLOGY. Established in 1986 by parents of a graduating senior, to be awarded to a senior major for excellence in sociology.

GILBERT W. GABRIEL 1912 MEMORIAL PRIZE IN THEATRE. From a fund established in 1953 by a group of friends in memory of Gilbert W. Gabriel, 1912, a cash prize is awarded to that senior who has made the most notable contribution to the advancement of theatre at Williams College. The committee of award includes the director of the Adams Memorial Theatre, one other faculty member, and the president of the Gargoyle Society.

Prizes and Awards

SAM GOLDBERG COLLOQUIUM PRIZES. Established in 1985 by a gift from Professor Sam Goldberg of Oberlin College. For the best colloquium presentations in mathematics and in computer science.

FRANK C. GOODRICH 1945 AWARD IN CHEMISTRY. Established by Mrs. L. Carrington Goodrich to honor her son, Professor Frank C. Goodrich, 1945. An award in Chemistry given each year to a student (or students), chosen by the chemistry faculty who demonstrated excellence in chemistry research. This award supports travel to professional meetings where the student may present his or her research.

WILLIAM C. GRANT, JR. PRIZE IN BIOLOGY. A cash award to recognize that graduating biology major who has demonstrated the highest excellence and greatest insights in integrating different fields within the biological sciences.

FREDERICK C. HAGEDORN, JR. 1971 PREMEDICAL PRIZE. From a fund created in 1971 by friends and the family of Frederick C. Hagedorn, Jr., 1971, in his memory, a cash prize is awarded to a premedical student entering the senior class, on the advice of the Faculty Premedical Advisory Committee, "in recognition of academic achievement and the embodiment of the principles of the medical profession."

TOM HARDIE 1978 MEMORIAL PRIZE IN ENVIRONMENTAL STUDIES. Established in 1976 by friends and members of his family in memory of Thomas G. Hardie III, 1978. Awarded for the best student work in environmental studies judged in an annual competition. The prize consists of a certificate and publication of the work of the Tom Hardie Memorial Series.

CHARLES W. HUFFORD BOOK PRIZE. Established in 1988 in memory of Charles W. Hufford, 1989, by his family, friends, and classmates and awarded to the student teaching assistant in Political Science who has served with the same high enthusiasm and excellence exhibited in that capacity by Charles Hufford.

CHARLES W. HUFFORD MEMORIAL FELLOWSHIP. Established in 1988 in memory of Charles W. Hufford, 1989, by his family, friends, and classmates and awarded to a member of the junior class to support independent research or work in the field of political economy or political science during the summer before the senior year.

ARTHUR JUDSON PRIZE IN MUSIC. Established in 1984 by a gift of \$10,000 from the Arthur Judson Foundation. Selection to be made by the Faculty of the Music Department. Awarded to a student for achievement in music, with preference given to those "choosing or planning a career in Music Management or Music Administration."

ARTHUR C. KAUFMANN PRIZE IN ENGLISH. In memory of Arthur C. Kaufmann, 1899, a fund has been established by his fellow workers for a book prize awarded annually on the recommendation of the English department for excellence in English.

MUHAMMAD KENYATTA 1966 COMMUNITY SERVICE PRIZE. Established in 1993 to honor the memory of Muhammad Kenyatta, '66, this prize will be awarded each year to the graduating senior whose undergraduate experience reflects outstanding community service involvement with Berkshire County.

WILLIAM W. KLEINHANDLER PRIZE FOR EXCELLENCE IN MUSIC. Established in 1991 in memory of William Kleinhandler, 1950, as an annual prize for excellence by a student in the department of Music.

ROBERT M. KOZELKA PRIZE IN STATISTICS. In 2000, the new Department of Mathematics and Statistics established the annual Kozelka Prize in Statistics to recognize an excellent statistics student. The prize honors the former chair and statistician, Robert M. Kozelka, who was widely recognized for his applications of statistics in the social sciences, especially anthropology.

RICHARD W. KROUSE PRIZE IN POLITICAL SCIENCE. From a fund established in 1987 by the political science department in memory of Professor Richard W. Krouse (1975-1986), awarded annually to a junior or senior who has done distinguished work in Political Science and who best exemplifies the intellectual and humane qualities that characterized the life of Professor Krouse.

JACK LARNED 1942 INTERNATIONAL MANAGEMENT PRIZES. In memory of Jack Larned, 1942, two annual prizes are awarded for student papers of superior quality dealing with the management of development in governments and private or public enterprises in African, Asian, or Latin American countries. One award will be for undergraduate students at Williams. The other will be for graduate students at the Center for Development Economics. Selection of the winners will be made by faculty members who specialize in economic development and related fields.

LINEN SENIOR PRIZES IN ASIAN STUDIES. Three prizes to graduating seniors who achieve distinction and show outstanding promise. One prize to an Asian Studies major; one prize each to any senior, whether a major in the Department of Asian Studies or not, who has taken Chinese language and Japanese language during her/his Williams career.

LINEN SENIOR THESIS PRIZE IN ASIAN STUDIES. Prize to a graduating senior who writes an outstanding honors thesis, with preference given to majors in the Department of Asian Studies, but also open to non-majors who write a highest honors thesis, with a substantial focus on Asia, supervised by a member of the Asian Studies faculty.

H. GANSE LITTLE, JR. PRIZE IN RELIGION. Established in 1997 by former students to honor Professor Little, who taught in the religion department at Williams from 1963-1997, to be awarded to a senior major for excellence in the study of religion.

Prizes and Awards

DAVID N. MAJOR 1981 PRIZE IN GEOLOGY. Established in 1984 in memory of David N. Major, 1981, who died in an accident aboard an oceanographic vessel in June 1980. Awarded to an outstanding graduating senior in geology.

NANCY MCINTIRE PRIZE IN WOMEN'S AND GENDER STUDIES. A cash prize established by Gwen Rankin, 1975, for impressive contributions by a graduating senior to Women's and Gender Studies.

LEVERETT MEARS PRIZE IN CHEMISTRY. From a fund established by a member of the class of 1906, a cash prize is awarded to that senior majoring in chemistry who has been admitted to graduate study in the medical sciences or to medical school, and who, in the opinion of the members of the chemistry department, has had a distinguished record in chemistry and shows outstanding promise.

WILLIS I. MILHAM PRIZE IN ASTRONOMY. Established in 1968 by Betsey M. Milham, a cash prize is awarded to a senior who is majoring in science or mathematics, is a member of Phi Beta Kappa and has a grade of 'A' in at least one year course in the department of astronomy.

JOHN W. MILLER PRIZE IN PHILOSOPHY. A group of grateful alumni who studied under Professor John W. Miller have established a fund as a continuing symbol of their appreciation of his teaching. The income shall be used to purchase a book prize to be awarded to the individual selected by the chairman of the philosophy department as the outstanding philosophy student for the year.

MORGAN PRIZE IN MATHEMATICS. A cash prize established in 1993 by Frank Morgan, Professor of Mathematics, and awarded at commencement to a senior major for accomplishment and promise in applied math or math teaching.

RICHARD AGER NEWHALL BOOK PRIZE IN EUROPEAN HISTORY. In honor of Richard Ager Newhall, distinguished historian and teacher of history at Williams College, 1924-1956, the department of history awards a book to the first-year student or sophomore who writes the best essay in an introductory course in European History.

JAMES ORTON AWARD IN ANTHROPOLOGY. Established in commemoration of James Orton, 1855, a naturalist and explorer, to be awarded to a senior major for excellence in Anthropology.

FREDERICK M. PEYSER PRIZE IN PAINTING. Awarded annually by a faculty selection committee to a student for a distinguished painting.

JAMES LATHROP RICE 1854 PRIZE IN CLASSICAL LANGUAGES. From the bequest of James Lathrop Rice, 1884, for the encouragement of Latin and Greek scholarship, a cash prize is awarded to a junior or senior for distinguished work in Latin studies, and a similar prize is awarded for distinguished work in Greek.

ROBERT F. ROSENBERG PRIZE FOR EXCELLENCE IN ENVIRONMENTAL STUDIES. Established in 1989 and awarded to a member of the graduating class in recognition of outstanding scholarship, potential for solving local, national, or international environmental problems, and strong prospects for leadership in the environmental community.

ROBERT F. ROSENBERG PRIZE IN MATHEMATICS. Established in 1991 from the bequest of Robert F. Rosenberg, 1937, a cash prize is awarded by the mathematics faculty to a senior for excellence in mathematics.

SIDNEY A. SABBETH PRIZE IN POLITICAL ECONOMY. Established in 1988 by Michael G. Sabbeth, 1969, in memory of his father, a cash prize for a senior majoring in political economy who best combines the disciplines of political science and economics with a sense of compassion and respect for the dignity of the human spirit. The selection to be made by the chair of the program after consultation with the Advisory Committee.

BRUCE SANDERSON 1956 PRIZE IN ARCHITECTURE. From a fund established by the friends, family, and classmates in memory of Bruce Sanderson, 1956, who died while serving in the United States Navy. Since Bruce Sanderson found his special interest at Williams and at graduate school in architecture, a cash prize is awarded to the senior who, in the opinion of the faculty members who teach architecture, shows the greatest achievement and promise in this field.

RUTH SCOTT SANFORD MEMORIAL PRIZE IN THEATRE. Established in 1969 by Marshall D. Sanford, to be awarded to a graduating senior with demonstrated ability in the theatre, with preference given to a candidate who intends graduate study in theatre, the selection being made by the theatre faculty.

RUTH SCOTT SANFORD MEMORIAL FELLOWSHIP IN THEATRE. Established in 1969 by Marshall D. Sanford, to be awarded to any Williams undergraduate who has been active in the college theatre program and would like to participate in the Williamstown Theatre Festival program as an Apprentice or, if qualified, in some other capacity.

SCHEFFEY AWARD. This award, in the name of Lewis and Andrew J. W. Scheffey (the first director of the Center for Environmental Studies) is given in recognition of outstanding environmental leadership.

ROBERT C. L. SCOTT PRIZE FOR GRADUATE STUDY IN HISTORY. A cash prize from a fund established by former students of Professor Robert C. L. Scott to honor his years of service to Williams and awarded to a senior Honors students in history who is planning to attend graduate school in the field of American or European history.

SENTINELS OF THE REPUBLIC ADVANCED STUDY PRIZE. From a fund established in 1944 by the Sentinels of the Republic, this prize designates an unusually gifted senior as the Sentinels of the Republic Scholar, who receives a substantial stipend to cover costs associated with a year-long advanced research project in American politics under the direction of the Political Science faculty.

Prizes and Awards

EDWARD GOULD SHUMWAY 1871 PRIZE IN ENGLISH. In memory of Edward Gould Shumway, 1871, a fund has been established by his daughter, Mary Shumway Adams, from which a cash prize is awarded annually to a senior majoring in English who has, in the judgment of the English department, done the most distinguished work in English literature.

JAMES F. SKINNER PRIZE IN CHEMISTRY. Established in 1988 by the family, friends, and former students of James F. Skinner, 1961, Professor of Chemistry 1966-1988, in memory of his dedicated service to his students, Williams College, the chemistry department, and the community. A cash prize is awarded annually to a member of the graduating class who has been admitted to graduate study in chemistry, has had a distinguished record in chemistry, and shows outstanding promise for both teaching and scholarship.

THEODORE CLARKE SMITH BOOK PRIZE IN AMERICAN HISTORY. In honor of Theodore Clarke Smith, distinguished historian and teacher of history at Williams College, 1903-1938 and 1943-44, the department of history awards a book to the first-year student or sophomore who writes the best essay in a course in American History.

HOWARD P. STABLER PRIZE IN PHYSICS. Awarded to the student who has demonstrated initiative, creativity, perseverance, and achievement, especially in a senior thesis. The award is named for Professor Emeritus Howard Stabler. It was established in gratitude for Professor Stabler's excellent direction of so many honors theses in Physics over the years.

SHIRLEY STANTON PRIZE IN MUSIC. Established in 1982 by family and friends in memory of Shirley Stanton, who served the college community through the music department and the Conference Office. Awarded to that student who has best fulfilled his or her potential in music while at Williams.

TOMPKINS AWARD IN EXCELLENCE IN JAPANESE. This award is given to an undergraduate who has performed with distinction in Japanese 301-302. The award is open to juniors, sophomores, or first year students, whether majors in the Department of Asian Studies or not. It consists of round-trip transportation to Japan, plus up to \$1,000 to cover expenses for attending an approved seminar or conference, or to conduct an approved independent research project.

CARL VAN DUYN PRIZE IN ECONOMICS. Established in 1983 by family, colleagues, friends, and the Philip H. Seaman Fund in memory of Carl Van Dyne, Associate Professor of Economics at Williams who died in 1983. Selection made by the economics department faculty from among juniors who are economics or political economy majors who have exhibited "not only a technical excellence in economics but also the inquisitive mind and motivation of a true scholar." This prize provides a "stipend for the senior year as well as another for the first year of graduate school if the recipient goes on to do graduate work in economics. In addition, the Van Dyne Scholar receives a stipend if he is able to devote the summer before the senior year to full-time research in Economics."

LASZLO G. VERSENYI MEMORIAL PRIZE. In memory of Laszlo G. Versenyi, Mark Hopkins Professor of Intellectual and Moral Philosophy, who taught at Williams from 1958 until 1988. This is a cash prize awarded by the Philosophy department to a senior who is planning to attend graduate school in Philosophy. Special consideration is given to students who plan to make Latin, Greek, or German a part of their continuing study of Philosophy, in recognition of Professor Versenyi's brilliant abilities in those languages.

HAROLD H. WARREN PRIZE IN CHEMISTRY. Established in 1984 by Peter W. Wege, 1971 in recognition of Professor Harold H. Warren's outstanding contribution to the department of chemistry from 1950 to 1984. Awarded for excellence in introductory organic chemistry.

KARL E. WESTON 1896 PRIZE FOR DISTINCTION IN ART. In appreciation of Karl Weston's, 1896, great service to Williams College as teacher and as Director of the Lawrence Art Museum, a book prize is awarded each year at commencement to a senior majoring in art whose work has shown unusual brilliance, imagination, and industry.

WITTE PROBLEM SOLVING PRIZE. Awarded to a mathematics student who has demonstrated creativity and ingenuity in solving challenging mathematical questions appearing either in class or in related activities.

Essay Prizes

GAIUS C. BOLIN, 1889, ESSAY PRIZE IN AFRO-AMERICAN STUDIES. A cash prize established in memory of the first black graduate of Williams and prominent Poughkeepsie lawyer, for the best essay submitted by a Williams undergraduate in the field of Afro-American Studies.

THE MICHAEL DAVITT BELL PRIZE. This prize established by Michael Davitt Bell, Professor of English and American literature, annually recognizes the best essay on a topic in American literature. The essay can be a Senior Honors Thesis or any other outstanding American literature essay submitted by a Williams student.

BULLOCK POETRY PRIZE. A cash prize awarded by the department of English for the best poem or group of poems by an undergraduate. The prize was made possible originally by a bequest of Mrs. Mary Cummings Eudy, a former member of the Academy, and is now continued through the generosity of an anonymous donor. Twenty-four colleges and universities in various parts of the United States participate.

HENRY RUTGERS CONGER MEMORIAL LITERARY PRIZE. From a fund established by members of the class of 1899, in memory of their classmate, Henry Rutgers Conger, a cash prize is awarded annually for the best contribution of prose or poetry submitted to a literary magazine published by the undergraduates of the College, as judged by a committee from the department of English.

Prizes and Awards

ARTHUR B. GRAVES PRIZES. Established by Arthur B. Graves, 1858, for the best six essays prepared by seniors on subjects assigned by the following departments: art, economics, history, philosophy, political science, religion. The fund also provides a cash award or awards for the best report or reports delivered in the senior political economy project.

C. DAVID HARRIS JR. 1963 BOOK PRIZE IN POLITICAL SCIENCE. In memory of C. David Harris Jr., 1963, who died during his college career, a book is awarded annually to the Political Science major who writes the best paper in political philosophy or empirical political science. The prize was donated by his classmates through the Williams College Social Council, of which David was a member, and the winner is selected by the political science department.

RICHARD LATHERS 1877 ESSAY PRIZE IN GOVERNMENT. From a fund given by Richard Lathers, 1877, a prize given to the senior who writes the best essay of not less than one thousand words on the duty or relation of citizens to the government.

THE URSULA PRESCOTT ESSAY PRIZE IN POLITICAL SCIENCE. Established in 1999 from a bequest to the Political Science Department given by Ursula Prescott, a Williamstown resident who audited many political science classes in her retirement, a cash prize is awarded to the senior who writes the best essay on international relations or comparative politics.

ROBERT C. L. SCOTT PRIZE IN HISTORY. A cash prize from a fund established by former students of Professor Robert C. L. Scott to honor his years of service to Williams and awarded to the best senior Honors thesis in the field of American or European history.

SENTINELS OF THE REPUBLIC ESSAY PRIZE IN GOVERNMENT. Established in 1944 by a gift from the Sentinels of the Republic, a cash prize awarded by the political science department to the student who has written the best essay in the course of the year on some subject relating to the American federal system of government, the preservation of civil liberty, the maintenance of free enterprise, and the proper distribution of powers and responsibilities between the Federal and State Governments.

STANLEY R. STRAUSS 1936 PRIZE IN ENGLISH. Established in 1985 by friends of Stanley R. Strauss, 1936, in honor of his 70th birthday on June 3, 1985. Awarded to a member of the senior class majoring in English who has written the most outstanding critical Honors thesis, judged on the quality of research as well as on the quality of exposition.

WILLIAM BRADFORD TURNER 1914 PRIZE IN HISTORY. From the income of a fund given by the family of William Bradford Turner, 1914, who was killed in action in France in September, 1918, a cash prize is awarded for the best thesis or essay in the field of American history or institutions.

BENJAMIN B. WAINWRIGHT 1920 PRIZE IN ENGLISH. From a bequest of Benjamin B. Wainwright, 1920, a cash prize for the best short story submitted by a student, to be judged by a committee of the department of English.

DAVID A. WELLS PRIZE IN POLITICAL ECONOMY. From a bequest of David A. Wells, 1847, a prize is awarded for an essay upon a subject in political economy. Competition is limited to seniors and to graduates of not more than three years' standing. The successful essay may be printed and circulated by the College.

General Prizes

CHARLES R. ALBERTI 1919 AWARD. Established in 1994 by gifts from his son and grandson, Charles R. Alberti '50 and C. Christopher Alberti '75, an annual cash prize for a member of the student body who has significantly enhanced the sense of community on campus and who has the potential for doing so in wider communities in the future.

STERLING B. BROWN, 1922, CITIZENSHIP PRIZE. Initially established in 1974 by three members of the Class of 1974 and carried on by the Afro-American Studies Program, this prize honors Sterling B. Brown, Class of 1922, retired Professor of English at Howard University. Awarded to the graduating senior whose undergraduate experience reflects outstanding leadership and involvement in campus affairs, academic achievement, and communication of new ideas, with preference to be given to members of the Black Student Union.

GROSVENOR MEMORIAL CUP. Given by the members of the Interfraternity Council of 1931 in memory of their fellow member, Allan Livingston Grosvenor. Awarded annually to the junior who has best demonstrated concern for the college community and beyond through extensive dedicated service and who has served with the utmost integrity and reliability. The committee of award consists of the chairman and the secretary of the College Council and three other members selected by the Council.

JAMES C. KELLOGG III AWARD. Established by his friends in memory of James C. Kellogg III, 1937, the award is to be given annually to a Williams graduate or nongraduate for a truly distinguished career in any field.

JAMES C. ROGERSON CUP AND MEDAL. Presented by Mrs. James C. Rogerson and the class of 1892 in memory of Mr. Rogerson, a member of that class. The cup, a permanent possession of the College, is awarded annually for one year by the President of the College to an alumnus or to a senior for service and loyalty to the College and for distinction in any field of endeavor; a bronze medal is awarded for permanent possession of the recipient.

Prizes and Awards

WILLIAM BRADFORD TURNER CITIZENSHIP PRIZE. From a fund established in memory of William Bradford Turner, 1914, who was killed in action in France in September, 1918, a cash prize is awarded to the member of the graduating class who, in the judgment of the faculty and of the graduating class, has best fulfilled her or his obligations to the College, to fellow students, and to self. The committee of award, appointed by the President of the College, is composed jointly of faculty members and members of the graduating class.

WILLIAMS COLLEGE COMMUNITY BUILDER OF THE YEAR. Given to the graduating senior who demonstrates outstanding leadership in developing Multiculturalism and building community as a Williams College Community Builder.

WILLIAMS COLLEGE MULTICULTURAL CENTER STUDENT OF THE YEARS. Given to the graduating senior who, in his/her four years at Williams, personified the tenets and ideals of Multiculturalism and through his/her activism worked towards its realization.

Rhetorical Prizes

DEWEY PRIZE. A cash prize, founded by Francis Henshaw Dewey, 1840, is awarded to the member of the graduating class who presents the most creditable oration in point of composition and delivery at the commencement exercises.

MURIEL B. ROWE PRIZE. In appreciation to Muriel B. Rowe for nearly a quarter of a century of dedication and commitment to The Williams College Chapter of the Phi Beta Kappa Honor Society, the prize is awarded annually to the Phi Beta Kappa Speaker.

ELIZUR SMITH RHETORICAL PRIZE. Established in the year 1866, this cash prize is awarded each year to encourage excellence in public speaking.

A.V.W. VAN VECHTEN PRIZE. A cash prize established by A. V. W. Van Vechten, 1847, awarded for impromptu speaking. The assignment of this prize is made by a committee of the faculty on the basis of a public competition.

Athletic Prizes

FRANCIS E. BOWKER, JR. SWIMMING PRIZE. A cup given by the late Francis E. Bowker, Jr., 1908, on which is engraved the name of the first-year student of the men's swimming team who exhibited high qualities of performance, leadership, and sportsmanship.

JAMES R. BRIGGS '60 BASEBALL AWARD. Presented annually to a member of the varsity baseball team regardless of graduating class who, in the opinion of his teammates, best embodies the ideals of leadership, teamwork, and the values of the student-athlete.

BELVIDERE BROOKS MEMORIAL MEDAL. From a fund established by alumni of the College, friends of Captain Belvidere Brooks, 1910, who was killed in action at Villesavoye, France, August 21, 1918, this medal is presented to the members of the team whose playing during the season has been of the greatest credit to the College. No person shall receive the medal more than once.

BOURNE-CHAFFEE WOMEN'S TENNIS AWARD. Presented in 1978 by members and former members of the Williams Women's Tennis Team for the varsity player who best embodies the qualities of leadership, skill, spirit, and sportsmanship that exemplify the traditions of women's tennis at Williams College.

BRZEZINSKI TRACK PRIZE. Awarded annually to the female track athlete who has exhibited loyalty to the team, determination, perseverance under adversity, and hard working dedication to reach the maximum of her potential goal.

J. EDWIN BULLOCK WRESTLING TROPHY. Presented in 1960 by his fellow coaches and awarded annually to that varsity wrestler who because of his superior performance, courage, and loyalty has been of credit to his college.

W. MARRIOTT CANBY 1891 ATHLETIC SCHOLARSHIP PRIZE. A cash prize established by W. Marriott Canby, 1891, and awarded at commencement to the senior who has attained the highest average standing in scholarship during his or her course. The recipient must have been in college since the beginning of his or her junior year, and must have represented the College in a recognized intercollegiate athletic contest.

CLASS OF 1981 BASKETBALL AWARD. Established to promote excellence in the sport, this award is presented to that woman who best combines the attributes of skill, desire, leadership, and coachability in order to help further the team's progress toward its goals. The award is a pewter bowl, and the athlete will have her name inscribed on a permanent plaque.

CLASS OF 1986 MOST IMPROVED AWARD. Awarded to that member of the men's lacrosse team who in his second year of varsity competition has shown the most improvement.

CLASS OF 1925 SCHOLAR-ATHLETE AWARD. Presented in 1977 by the Class of 1925. Awarded annually to that senior woman athlete whose commitment and excellence in athletics and scholarship are an inspiration to the Williams community. The recipient will have her name inscribed on a permanent trophy and receive a replica for her possession. The selection committee consists of the Dean, the Chairman of the Faculty Committee on Athletics, coaches of two women's teams or clubs named by the Director of Athletics, a woman student, preferably a member of the Faculty Committee on Athletics, and the Director of Athletics.

Prizes and Awards

DANIEL A. CREEM MEMORIAL TRACK PRIZE. Awarded annually to the male track athlete who has exhibited loyalty to the team, determination, perseverance under adversity, and hard working dedication to reach the maximum of his potential goal.

BRIAN DAWE AWARD. Presented to Williams College by the 1977 men's crew to show their appreciation to Brian Dawe for his efforts in building a crew at Williams. To be awarded annually to that oarsman who, in the opinion of his coaches, best combines those qualities necessary to achieve excellence in rowing.

DR. I. S. DRIBBEN 1924 AWARD. Presented annually as a tribute to two Williams College golf coaches, Richard Baxter and Rudy Goff. Awarded on the basis of dedication, sportsmanship, and perseverance.

FOX MEMORIAL SOCCER TROPHY. In tribute to the inspiring qualities of leadership and integrity which distinguished Myles Fox, 1940, Williams soccer captain, killed in action on Tulagi while serving with the United States Marine Corps. Each year there shall be inscribed on the trophy the name of the soccer player whose achievements of character and sportsmanship best typify those of the "Skipper." The trophy was awarded anonymously by a Williams alumnus in 1953.

GOLF TROPHY. Presented in 1952 on the fiftieth anniversary of the first Williams golf team by four members of that team; Richard H. Doughty, 1903, Richard W. Northrup, 1904, E. Donaldson Clapp, 1904, and Edward A. Clapp, 1906. On this trophy is inscribed the name of the winner of the annual college golf tournament, who also receives a smaller trophy for his permanent possession.

KATE HOGAN 27TH ANNIVERSARY OF WOMEN IN ATHLETICS AWARD. First established on the 25th Anniversary of Women's Athletics at Williams College and renamed in memory of Kate Hogan, 1987, a participant on the Varsity Soccer and Lacrosse teams, the Junior Varsity Lacrosse and Squash teams, as well as an avid intramural basketball player and runner. Awarded annually at Class Day to the senior woman who has distinguished herself in her commitment and contributions to the Department of Physical Education, Athletics and Recreation. The winner will have engaged in any of the activities offered by the department and will have been an example of the joy and pleasure derived by participation in such activities.

WILLARD E. HOYT, JR. MEMORIAL AWARD. Presented by the Alpha Delta Phi Class of 1960 in memory of Willard E. Hoyt, Jr., 1923. Awarded annually to that senior male athlete whose spirit and superior efforts on behalf of Williams athletics have been combined with a genuine academic interest. The selection committee consists of the Dean, a varsity coach named each year by the Director of Athletics, the President of the Purple Key Society, the Chairman of the Faculty Committee on Athletics, and the Director of Athletics.

TORRENCE M. HUNT '44 Tennis AWARD. Presented to the men's and women's player who, by their effort, dedication, enthusiasm and quality of play, made a significant contribution to Williams College tennis.

NICKELS W. HUSTON MEMORIAL HOCKEY AWARD. Established in 1984 by Ford Huston in memory of his brother, Nickels W. Huston, 1950, and to be awarded annually to the first-year player who contributes the most to the success of the hockey team.

ROBERT W. JOHNSTON MEMORIAL TROPHY. Presented by the members of Delta Kappa Epsilon in memory of Robert Woodall Johnston, 1949. Awarded annually to the most valuable varsity baseball player.

KIELER IMPROVEMENT AWARD. Given in honor of Dr. and Mrs. Charles B. Kieler by their son to that member of the men's squash team who works hardest during the year to improve racquet skills, physical conditioning, and competitive spirit.

CHRIS LARSON MASON FIELD HOCKEY AWARD. Awarded to the player selected by the coach and team who has shown great sportsmanship, skill, hard work, and team work.

WILLIAM E. McCORMICK COACH'S AWARD. In thirty-six years, from 1953 to 1989, at the helm of the Williams College hockey program, William McCormick served as a teacher, coach, and friend to two generations of athletes. He also set a high standard of personal service to the Williams College community. In recognition of this legacy, this award is presented each year to the member of the hockey team who best exemplifies the qualities and ideals for which Coach McCormick stood during his years behind the bench: leadership, loyalty, a selfless devotion to the team, a youthful delight in the game of hockey, and above all, a strong personal commitment to community service. This award was established with a respect, affection and deep appreciation of his former players.

MOST IMPROVED WOMEN'S LACROSSE AWARD. Presented to the player who has completed the first year of her varsity competition and has shown the most improvement as voted by her teammates.

ROBERT B. MUIR MEN'S SWIMMING TROPHY. Presented in 1960 by Mr. and Mrs. George S. Dively, parents of Michael A. Dively, 1961. Awarded annually to the outstanding male varsity swimmer on the basis of performance, leadership, and sportsmanship.

ROBERT B. MUIR WOMEN'S SWIMMING TROPHY. Presented in 1977 by Peggy and Sam Maples, 1944, a former Williams College swimmer. Awarded annually to the outstanding woman varsity swimmer on the basis of performance, leadership, and sportswomanhood.

ANDREW D. C. OLIVER INTRAMURAL SPORTS AWARD. Established in 1980 by the Class of 1976 in honor of Andy, who gave loyal and dedicated service to the Williams intramural program, which embodies the ideals of sports for all students regardless of athletic skill or ability.

FRANKLIN F. OLMSTED MEMORIAL AWARD. Given in 1963 by Mrs. Franklin F. Olmsted in memory of her husband, 1914, who was a member of the first Williams cross country team. Awarded annually to a member of the men's cross country team on the basis of character, perseverance, and sportsmanship.

Prizes and Awards

ANTHONY PLANSKY AWARD. Given in 1953 by George M. Steinbrenner III, 1952, and awarded annually to the best varsity track athlete on the basis of performance, leadership, and sportsmanship.

LEONARD S. PRINCE MEMORIAL SWIMMING PRIZE. In memory of Leonard Sidney Prince, 1914, donated by his father, S. S. Prince. Presented to the outstanding first-year student or sophomore woman member of the swimming team who best exemplifies the qualities of leadership, performance, and sportsmanship.

PURPLE KEY TROPHIES. Two trophies for the senior man and senior woman letter-winners who best exemplify leadership, team spirit, ability, and character. Chosen by the Director of Athletics, president of the Purple Key, two members of the Athletic Department, and one faculty member chosen by the Purple Key.

MICHAEL E. RAKOV MEMORIAL AWARD. Presented in 1957 by the members of Alpha Delta Phi, to be awarded annually to the member of the varsity football team who, in the opinion of his coaches, is the most improved lineman, and who possesses superior qualities of leadership, aggressiveness, and determination.

PAUL B. RICHARDSON SWIMMING TROPHY. Presented by Mr. Paul B. Richardson of Belmont, on which is recorded each year the name of the male swimmer or diver winning the greatest number of points in dual collegiate meets during the swimming season.

ROCKWOOD TENNIS CUP. In memory of Lieutenant Richard Burton Rockwood, 1916, who was killed in action in France, his mother, Mrs. R. L. Rockwood, has given a fund to provide a cup to be awarded annually to the winner of the singles in the fall tennis tournament.

CHARLES DEWOODY SALMON AWARD. Presented in 1960 by his former teammates in memory of Captain Charles D. Salmon, USAF, former Little All-American guard and captain of the 1951 Williams College football team, killed in the service of his country. Awarded to that member of the varsity football squad who, in the opinion of the coaching staff, has made the most significant contribution to the varsity football team in his sophomore or first year of eligibility. Presented by the team of 1951 in the sincere hope that it will serve to inspire the recipients in the years to follow to seek the same supreme qualities of performance and leadership which Chuck Salmon exemplified.

SCRIBNER MEMORIAL TENNIS TROPHY. Presented in 1954 by his friends in memory of Frederick M. Scribner, Jr., 1949, killed in action in Korea on February 20, 1953, this trophy is awarded annually to the member of the men's varsity tennis team who best combines sportsmanship, team spirit, and character.

EDWARD S. SHAW 1962 MEMORIAL SQUASH AWARD. Awarded annually to that member of the Varsity Squash team who best exemplifies the ideals of sportsmanship, character, and team spirit.

SHULMAN TENNIS CUP. Named after Thomas W. Shulman, 1958, and to be awarded annually to that woman who is the winner of the singles championship in the Spring tennis tournament for Williams women.

WILLIAM E. SIMON IMPROVEMENT AWARD. Given in the name of William E. Simon by his son, William E. Simon, Jr., 1973, to that member of the tennis team who improves most during the course of the year by demonstrating the same dedication to maximizing one's God-given talents with a firm sense of fair play which William E. Simon sought to instill in his son, a former member of the Williams College Tennis Team.

CAROL GIRARD SIMON SPORTSMANSHIP AWARD. Given in the name of Carol Girard and Simon her son, Williams E. Simon, Jr., 1973, to that member of the tennis team who displays the outstanding level of good sportsmanship which Carol Girard Simon sought to instill in her son, a former member of the Williams College Tennis Team.

SQUASH RACQUETS PRIZES. Presented by the donors of the squash racquets building, Clark Williams, 1892, John P. Wilson, 1900, and Quincy Brent, 1901, as a permanent trophy to be competed for in an annual elimination tournament for students.

WOMEN'S SQUASH AWARD. Established in 1980, for the most valuable player of the season as voted by the Squash Letter Award Winners.

TEAM OF 1982 WOMEN'S VOLLEYBALL AWARD. To be presented to the player who combines excellence in performance, leadership, and sportsmanship and who exhibits dedication to the sport of volleyball and team play.

OSWALD TOWER AWARD. A plaque in honor of the contribution of Oswald Tower, 1907, to basketball, as editor of the Basketball Rules for forty-four years and as a basketball rules interpreter. Presented in 1960 by former Williams players to the most valuable player of the men's varsity in the opinion of the coaches and manager.

DOROTHY TOWNE TRACK AWARD. Given in 1985 by Zbigniew Brzezinski and awarded annually to the best woman track athlete on the basis of performance, leadership, and sportsmanship. On the trophy will be inscribed the name of the winner, who will receive a smaller trophy for her possession.

RALPH J. TOWNSEND SKI TROPHY. Presented in 1959 by former members of the Williams skiing teams for the men's varsity skier who best exhibits the qualities of sportsmanship, competition, and team spirit associated with Williams and skiing.

WILLIAMS ALUMNAE SKIING AWARD. This pewter pitcher was donated in 1976 by Deborah Marshall, 1974, and Carmany Heilman, 1976, leaders of the first Williams Women's Ski Team. This award recognizes the woman who best embodies the values of sportsmanship traditionally held by women skiers at Williams: leadership, competitiveness, and commitment to her team.

Prizes and Awards

WILLIAMS COLLEGE ALUMNI ASSOCIATION OF MARYLAND LACROSSE AWARD. Presented in 1959 by the Williams College Alumni Association of Maryland as a permanent trophy on which is inscribed each year the name of the outstanding men's varsity lacrosse player.

WILLIAMS COLLEGE ALUMNI ASSOCIATION OF MARYLAND WOMEN'S LACROSSE AWARD. Awarded to the most valuable player of the year.

WILLIAMS WOMEN'S HOCKEY MOST VALUABLE PLAYER AWARD. To be presented to the most valuable player of the year.

WOMEN'S LACROSSE AWARD. The Women's Lacrosse Award was established in 1977 by the women's lacrosse team in order to promote excellence in the sport. It is to be awarded each year to the person who, in the opinion of the team, has demonstrated excellence in all levels of women's lacrosse—sportsmanship, skill, and team spirit.

YOUNG-JAY HOCKEY TROPHY. Presented by George C. Young, 1938, and John C. Jay, 1938. For a member of the Williams varsity hockey team notable for loyalty and devotion to the interest of Williams hockey; courage, self-control, and modesty; perseverance under discouraging circumstances; and a sense of fair play towards his teammates and his opponents.

Fellowships Awarded by Williams College

Faculty Selection Committees examine candidates for the awards listed below. Application must be made through the Dean's Office or appropriate department.

HORACE F. CLARK 1833 PRIZE FELLOWSHIPS. Established in 1894 under the provisions of the will of Madame Marie Louise Souberbeille in memory of her father, 1833. One or two awards to help support one year of graduate study to members of the senior class chosen on the basis of superior scholarship, general ability, and interest in scholarly research.

CLASS OF 1945 FLORENCE CHANDLER FELLOWSHIP. Provided through the generosity of the Class of 1945, this fellowship is awarded annually to a senior to support one year of post-graduate intellectual and personal development while living abroad. It does not support formal academic study but is meant to foster travel and learning that lead to an enhancement of international understanding.

CLASS OF 1945 STUDENT WORLD FELLOWSHIP. Designed to support summer research by juniors studying abroad. This grant is intended to support study that can promote conflict resolution, international understanding, and world peace, although other worthwhile projects not directly linked to these aims will be considered.

DOROTHY H. DONOVAN MEMORIAL FELLOWSHIP. Established in 1978 by Hedley T. Donovan in memory of his wife, Dorothy H. Donovan. The income is directed to the support of Williams graduates at Oxford University, initial use for those attending Exeter or Worcester with the hope that Hertford College might eventually be included.

FRANCIS SESSIONS HUTCHINS 1900 MEMORIAL FELLOWSHIP PRIZE. Established in 1931 by friends of Mr. Francis Sessions Hutchins, 1900. To assist students in continuing and completing their college course and in obtaining a start in business or professions in the early years following their graduation, the selection to be made by the President. To be awarded to students "situated as Hutchins himself was when in college. . . giving promise. . . of becoming, as he did, a useful, worthy, and lovable citizen."

HUBBARD HUTCHINSON 1917 MEMORIAL FELLOWSHIP. Established in 1940 by Mrs. Eva W. Hutchinson in memory of her son, 1917. Awarded to a member or members of the graduating class who produce the most creative work in music composition, poetry, fiction, painting, sculpture, photography or choreography; then to those who show unusual talent and promise in performance; then to those majoring in philosophy or the sciences. The purpose of the award is to assist in continuing work in the special field of interest for a period of two years following graduation.

CHARLES BRIDGEN LANSING 1829 FELLOWSHIP IN LATIN AND GREEK. Established in 1929, by bequest of Mrs. Abby S. L. Selden in memory of her father, Charles Bridgen Lansing, 1829. Awarded either at the graduate or undergraduate level.

MARY AND NATHANIEL LAWRENCE MEMORIAL TRAVEL FELLOWSHIP. Established in 1986 by family and friends of Nathaniel Lawrence, Professor of Philosophy at Williams from 1960 to 1986. To support a student traveling fellowship, the award "not based on grades, but on originality, merit, and feasibility".

ALLEN MARTIN FELLOWSHIP. Established by Allen Martin, himself a Carroll A. Wilson Fellow, this fellowship helps to support a Williams graduate studying at Worcester College, Oxford for a term of two years. Applicants are not restricted by major or other interest and may pursue undergraduate or graduate degrees at Worcester.

MELLON MAYS UNDERGRADUATE FELLOWSHIP. Established in 1989 and funded by the Andrew W. Mellon Foundation, this two-year fellowship is awarded to five rising African American, Latino/a, or Native American juniors who show the academic potential and commitment to pursue PhD's in the humanities and certain fields in the social sciences and natural sciences. Fellows receive funding to conduct faculty-mentored research for two summers and four semesters.

Prizes and Awards

JOHN EDMUND MOODY 1921 FELLOWSHIP. Established in 1927 by Mr. John Moody in memory of his son, Class of 1921. To enable a graduate of Williams College to pursue studies at Oxford University for the two years following graduation. The recipient is chosen from those who have majored in Greek, Latin, English, history, political science, philosophy, religion, or economics. The basis of award is general intellectual ability as shown in the major field of study, with special reference to character, need of assistance, and promises of original and creative work.

RUCHMAN STUDENT FELLOWSHIPS. Established in 1993 by Allan B. Ruchman '75 and Mark C. Ruchman '71, this fellowship provides a research stipend to two Williams seniors who demonstrate a firm commitment to graduate study and intention to pursue a career in teaching at the college level. Ruchman Fellows take part in the activities of the Oakley Center for the Humanities and Social Sciences during their senior year.

DR. HERCHEL SMITH FELLOWSHIPS. Established in 1979 by Dr. Herchel Smith to enable two or more graduates of Williams College to pursue studies at Emmanuel College, Cambridge for the two years following graduation. One recipient is chosen from those who have majored in the humanities or social sciences; the other from those who have majored in mathematics or the natural sciences. One set of criteria includes general intellectual ability and attainment in the major field of study with special reference to the promise of original and creative work, and character; the other set of criteria includes leadership, scholastic attainment, and physical vigor after the manner of Rhodes scholars.

STEPHEN H. TYNG AND STEPHEN H. TYNG, JR. FOUNDATION FELLOWSHIP. Holders of Tyng Scholarships in their undergraduate years are eligible for Tyng Fellowships for a maximum of three years of graduate or professional study in any field of learning at any recognized university.

WILLIAMS COLLEGE UNDERGRADUATE RESEARCH FELLOWSHIP. Established in 1999 to replace the McNair Postbaccalaureate Achievement Program, this fellowship is available to five rising juniors who are from a group traditionally underrepresented in academia. The fellows must show a commitment to attending graduate school and are funded for two years of faculty-mentored research.

ROBERT G. WILMERS JR., 1990 INTERNSHIP PROGRAM. These internships were created in memory of Robert G. Wilmers, Jr., and offer challenging summer work opportunities in developing countries for rising juniors and seniors.

ROBERT G. WILMERS JR., 1990 MEMORIAL STUDENT TRAVEL ABROAD FELLOWSHIP. Given in memory of Robert G. Wilmers, 1990, this grant provides support for summer travel and research for students in their junior year at Williams.

CARROLL A. WILSON FELLOWSHIP IN MEMORY OF JOHN E. WILSON. Established in 1949 by the will of Carroll A. Wilson, 1907, in memory of his son, who was killed in the World War II crossing of the Rhine, March 28, 1945. The income to be devoted to scholarships for attendance at Oxford University, for members of the senior class chosen "after the manner of Rhodes Scholarships, with special attention to leadership, scholastic attainment, and physical vigor."

George J. Mead Fund

In 1951 Williams College received a substantial gift from the Estate of George J. Mead. Mr. Mead expressed in his will an intention "that this gift shall be used to improve the quality of leadership and service in all branches of government, whether Federal, State, or municipal, by encouraging young people of reliability, good sense and high purpose to enter with adequate preparation those fields of politics and constitutional government upon which must rest the future of this nation."

A portion of this gift constitutes a Revolving Loan Fund that directly assists promising students with inadequate means who are specializing in political science, history, American Studies, political economy, or economics. The remaining portion, or Special Fund, is primarily intended to finance a summer intern program in government involving selected sophomores and juniors.

Teaching Fellowships, Hong Kong and Guangzhou

UNITED COLLEGE, CHINESE UNIVERSITY OF HONG KONG. Begun in 1961, this two-year fellowship is offered to a member of the graduating class for teaching English and possibly other subjects at United College, one of three sister colleges comprising the Chinese University of Hong Kong. The appointee, known as a Teaching Fellow or Tutor, also studies Chinese (Mandarin or Cantonese) and selected aspects of Chinese culture. Students are chosen by a selection committee, chaired by Professor Crane. Interested students should contact Professor Crane for application forms. Deadline November 30th.

SUN YAT-SEN UNIVERSITY OF MEDICAL SCIENCES, GUANGZHOU. Supported by alumni, the College, and the trustees of the Lingnan Foundation, this one-year fellowship is awarded to a member of the graduating class for teaching English language and literature to doctors and staff and for continuing study of Chinese language (Mandarin or Cantonese) and culture. Students are chosen by a selection committee, chaired by Professor Crane. Interested students should contact Professor Crane for application forms. Deadline November 30th.

COURSES OF INSTRUCTION 2005-2006

Please check online for the most up-to-date information (www.williams.edu/Registrar/catalog).

COURSE NUMBERING SYSTEM

Courses designated by a single number are semester courses.

Year courses are designated by an odd number and an even number joined by a hyphen; the work of the two semesters constitutes an integral, indivisible course. Therefore, if a student does not pass the second half of a year-long course, he or she forfeits credit for the first half and incurs a deficiency as a result of the forfeiture. *Students who register for a year course are required to do both semesters of that course within the same academic year.*

In some departments, course numbers have special meanings that are explained in their listings.

The (F) or (S) following a course's number indicates the semester, fall or spring, in which the course will be offered.

THESE SYMBOLS ARE USED IN DEPARTMENTAL MASTHEADS TO INDICATE FACULTY STATUS:

- *On leave for the year
- * *On leave fall semester
- * * *On leave spring semester
- §Visiting or adjunct, part-time fall semester
- § §Visiting or adjunct, part-time spring semester
- § § §Adjunct WSP

REGISTRATION REMINDERS:

On-campus students must register online with SELFREG.

- 1) A course in which registration is deemed insufficient may be withdrawn at the beginning of the semester without prior notice.
- 2) An instructor has the right to: a) require a student to drop a course if the student does not attend the first scheduled meeting of that course; b) refuse permission to add a course if a student has not attended the first scheduled meeting of that course.
- 3 a) First-year students may take no more than one course with the same course prefix, nor more than two in one department, in a semester.
b) Sophomores may take no more than two courses with the same course prefix, nor more than three in one department, in a semester.
c) Sophomores may take no more than three courses with the same course prefix, nor more than four in one department, during the full year.
d) A student may take no more than a total of five courses with the same course prefix, nor more than eight in one department, during the first two years.
e) Any exception to the above *early concentration rule* may be requested by a petition (goldenrod) to the Committee on Academic Standing (C.A.S.) filed at the time of registration.
- 4) An incoming junior must declare a major by filing a "Major Declaration Form" during preregistration. A current junior or senior may change or add a major by filing a "Major Declaration Form" subject to the approval of the C.A.S.
- 5) Declaration of two majors is subject to the approval of the C.A.S. Contract majors are ineligible for a second major.
- 6) Students wishing to undertake an independent study must submit a petition to the C.A.S. before the start of the semester in which a student plans to take the independent study.
- 7) Forms for any of the above requests may be obtained at the Registrar's Office.
- 8) When choosing a course cross-listed in two or more subjects, students should specify which designation they wish to have recorded—at the time they register for that course.
- 9) Courses normally meet three times a week in fifty-minute periods, twice a week in seventy-five-minute periods, or once a week for 150 minutes as indicated within the course description. The days of the week that courses meet are represented by the first letter of each day, for example, *M* for *Monday* (except that *R* is used for *Thursday*).
- (10)Tutorials may not be taken on a pass/fail basis. Students may not drop or add a tutorial after the first week of class.

AFRICAN-AMERICAN STUDIES (Div. II)

Chair, Professor JOY A. JAMES

Advisory Committee: Professors: E. D. BROWN, JAMES, D.L. SMITH. Associate Professor: MURTONGI. Assistant Professors: BEAN, CHAKKALAKAL, LONG.

African-American Studies is an interdisciplinary program that examines the history, the cultures, and the social and political experiences of people of African ancestry in the Western Hemisphere. The program draws on the vibrant and varied intellectual traditions that constitute the study of the African Diaspora.

All candidates for a concentration in African-American Studies must complete a total of five courses: two required program courses (AAS 200 and AAS 400T) and three additional courses in two or more departments and/or programs other than African-American Studies (see eligible electives listed below).

To maximize the benefits of the program, students are urged to consult with the program chair in order to plan a course sequence that builds on a common theme or approach to the field. A coherent plan of study might, for example, comprise courses that focus on a specific geographical area (e.g., the U. S., Africa, or the Caribbean). Another approach would be to bring together courses from the Arts and Literature, or from the Social Sciences, that integrate a specific methodology within African-American Studies. Alternatively, a cluster of courses might be designed to explore various theoretical approaches to the subject of race.

Courses offered by the program:

AAS 200 The Study of Race and Social Structure
AAS 400T Racial-Sexual Politics and Cultural Memory
AAS 491 Senior Honors Thesis
AAS 492 Senior Honors Thesis

Electives:

American Studies

English/American Studies 220 Introduction to African-American Writing
English/American Studies 345 Black Arts
English/American Studies 372 African-American Literary Thought and Culture

Economics

Economics 204/Environmental Studies 234 Economic Development in Poor Countries

English

English 236 Witnessing: Slavery and Its Aftermath

History

History 164 Slavery in the American South
History 165 The Quest for Racial Justice in Twentieth-Century America
History 202 Early-African History Through the Era of the Slave Trade
History 203 Sub-Saharan Africa Since 1800
History 242 Latin America From Conquest to Independence
History 249 The Caribbean From Slavery to Independence
History 281 African-American History, 1619-1865
History 282 African-American History From Reconstruction to the Present
History 304 South Africa and Apartheid
History 308 Gender and Society in Modern Africa
History 331 The French and Haitian Revolutions
History 342 Creating Nations and Nationalism in Latin America
History 346 History of Modern Brazil
History 364 History of the Old South
History 365 History of the New South
History 370 Studies in American Social Change
History/Women's and Gender Studies 383 The History of Black Women in America: From Slavery to the Present
History 443 Slavery, Race and Ethnicity in Latin America
History 456 Civil War and Reconstruction
History 467 Black Urban Life and Culture
History 483T African Political Thought

Music

Music 122 African-American Music
Music 125 Music Cultures of the World
Music 130 History of Jazz
Music 140 Introduction to the Music of Duke Ellington
Music 141 Introduction to the Music of John Coltrane
Music 209 Music in History III: Music of the Twentieth Century
Music 212 Jazz Theory and Improvisation I
Music 213 Jazz Theory and Improvisation II

African-American Studies

Political Science

- Political Science 213 Theory and Practice of Civil Rights Protest
- Political Science 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience
- Political Science 318 The Voting Rights Act and the Voting Rights Movement
- Political Science 331T Non-Profit Organization and Community Change

Psychology

- Psychology 341T Stereotypes, Prejudice, and Discrimination

Theatre

- Theatre 210 Multicultural Performance
- Theatre/American Studies 211 Topics in African American Performance: The 1960s, the Civil Rights and Black Arts Movement

HONORS PROGRAM IN AFRICAN-AMERICAN STUDIES

A candidate for honors in African-American Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. In addition to the five courses normally required for the concentration, an honors candidate will enroll in either AAS 491 or 492 plus a Winter Study in his or her senior year, in order to complete a substantial written thesis or an equivalent project in the performing or studio arts. A student wishing to become a candidate for honors in African-American Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

An honors project should demonstrate creativity, depth, and intellectual rigor. A candidate for honors is encouraged to pursue non-traditional projects, such as presentations in the performing arts, visual arts, or creative writing, as well as more conventional research projects. The advisor will evaluate the honors project, and the program faculty will then decide whether to confer honors.

AAS 200(S) The Study of Race and Social Structure: Race, Culture and Incarceration (Same as Political Science 200)*

This introductory seminar for spring 2006 examines race, culture and incarceration. The United States has the greatest incarceration and execution rates in the industrialized world—estimated at about 2 million, with over 3000 on death row. Poor people and people of color comprise the majority of those imprisoned due to the war on drugs and racial and economic bias in policing and sentencing. This course examines intersections of democracy and captivity in penal societies. Students study literature and screen documentaries on: the 13th Amendment to the U.S. Constitution which abolished slavery while legalizing it for prisoners; the 14th Amendment (originally designed to protect the emancipated but largely enforced to protect corporations as “persons”); the convict prison lease system; contemporary critiques of prison systems; and penal narratives. (See: <http://www.williams.edu/african-american-studies/democracy.htm>).

Requirements: three 5-page critiques of readings; group presentation; final project.

No prerequisites. *Enrollment is limited. Permission of instructor required.*

Hour: TBA

JAMES

AAS 229(F) Liberation Ethics: Social Teachings in Black Sacred Rhetoric (Same as Religion 229)*

(See under Religion for full description.)

AAS 234(S) Afro-Pop: Urban African Dance Music (Same as Music 234)*

(See under Music for full description.)

AAS 235(F) Cultural Politics in the Caribbean (Same as Anthropology 235)*

(See under Anthropology for full description.)

AAS 250 African Music: Interdisciplinary Studies (Same as INTR 287 and Music 233)

*(Not offered 2005-2006; to be offered 2006-2007)**

(See under IPECS—INTR 287 for full description.)

AAS 255 Leadership in the Civil Rights Movement (Same as Leadership Studies 255) (Not offered 2005-2006; to be offered 2006-2007)*

(See under Leadership Studies for full description.)

AAS 350(S) James Baldwin and His Contemporaries (Same as English 350 and Women's and Gender Studies 350)*

(See under English for full description.)

AAS 400T(F,S) Racial-Sexual Politics and Cultural Memory (Same as Women's and Gender Studies 415) (W)*

This tutorial, which will serve as the AAS capstone seminar for the 2005-2006 academic year, will focus on race, gender and violence in 20th-century American political culture. Study begins with the anti-lynching and anti-sexual violence campaigns at the turn of the 20th century, and explores cases throughout the 20th century that sparked political movements. We conclude with a review of constructions of cultural memory through academe, media, and visual culture concerning contemporary controversial trials. As-

African-American Studies, American Studies

signed materials include film and documentaries, memoirs, academic texts, and readings by Ida B. Wells, Mamie Till-Mobley, David Marriott. This tutorial is designed for juniors and seniors. It emphasizes analytical skills. Alternating weekly, each student delivers a 5-page essay on assigned readings or screenings, while his or her partner responds with a 1- to 2-page written critique. Each student writes and presents five essays and five response critiques.

Grades are determined as follows: 60% essays and response papers; 40% final paper (synthesis of essays to explore one theme). An opening meeting for all students occurs at the start of the term, and a closing collective session at the end of the semester.

Permission of the instructor is required for enrollment. *AAS 400 is open to non-concentrators.*

Enrollment limit: 10 (expected: 10).

Tutorial meetings to be arranged.

JAMES

AAS 491(F)-W30, W30-492(S) Senior Project

Non-honors candidates do a regular winter study project offered by the program or a "99." Candidates for honors in African-American Studies must do W30 for the winter study period following 491 or prior to taking 492.

AAS 497(F), 498(S) Independent Study

THE AFRICAN-AMERICAN STUDIES CONCENTRATION AND THE AMERICAN STUDIES MAJOR

Several courses in African-American Studies count for credit in the American Studies major. Therefore, students in American Studies can easily complete requirements for an African-American Studies concentration by electing one course in an African subject and by taking African-American Studies 491. Another three courses must be chosen which satisfy both American Studies and African-American Studies requirements.

AMERICAN STUDIES (Div. II)

Chair, Professor: SCOTT WONG

Faculty 2005-2006: Professors: KUNZEL, M. REINHARDT. Associate Professor: KENT***. Assistant Professors: AUBERT, BEAN, L. JOHNSON, RÚA. Senior Lecturer: CLEGHORN.*

GENERAL PROGRAM DESCRIPTION

The American Studies Program uses interdisciplinary approaches to develop students' understanding of the complexity of the culture(s) usually labeled "American." Examining history, literature, visual media, performance, and other forms of expression, we explore the processes of cultural definition as contested by diverse individuals and groups. We ask new questions about aspects of American life long taken for granted; we also use American culture as a laboratory for testing classic and contemporary theories about how cultures work.

NON-MAJORS, FIRST-YEAR STUDENTS, AND SOPHOMORES

American Studies 201 is open to non-majors including first-year students with Advanced Placement credit in American History. All elective courses are open to students who meet the requirements of the departments that sponsor those courses. Courses designated as junior or senior seminars are open to non-majors with permission of the instructor.

RATIONALE FOR COURSE NUMBERING

The introductory course is offered at the 200 level to suggest the desirability of some preliminary training in college-level history, literature, sociology, or political science. The intermediate courses, designated as Junior Seminars at the 300 level, are offered primarily for juniors, although they are open to sophomores who have had 201 and will be away from campus during the spring of their junior year. 400 level courses designated as Senior Seminars are designed for senior majors.

THE MAJOR

Required major courses:

- American Studies 201
- 300 level courses designated Junior Seminar
- 400 level courses designated Senior Seminar

Elective courses:

Eight courses: five should be chosen from one of the *specialization fields* listed below, the other three chosen from among any of the electives listed. Students are expected to take courses from at least two disciplines when choosing the courses that make up their specializations. Students are also required to take at least one course from a list of pre-1900 courses.

THE DEGREE WITH HONORS IN AMERICAN STUDIES

Candidates for honors in American Studies will undertake a substantial, year-long independent project during their Senior year. Applicants should have a consistent record of high achievement in courses taken

for the major, and normally will have done work in the field of study of their proposed thesis. Students who wish to write or produce an honors project should consult with a prospective faculty advisor in their junior year. Formal application to pursue honors should be made by the time of spring registration in the junior year. Students must submit a 1- to 2-page preliminary proposal describing the proposed project to the Chair of the American Studies Program at this time. Final admission to the honors thesis program will depend on the AMST advisory committee's assessment of the qualifications of the student and the merits and feasibility of the project. If the proposal is approved, they will be permitted to register for AMST 491, W30, and AMST 492 the following year. The completed project is due in mid-April. Each student will present a short oral presentation of his or her thesis at the end of spring semester.

ADVISING

All majors will be assigned a faculty advisor. Majors must meet with their advisor during the first week of classes during the fall semester and at the time of the spring semester registration period in order to have their courses and plans for the American Studies major approved. Both majors and non-majors are encouraged to talk at any time with the program chair or other affiliated faculty about the major.

AMERICAN STUDIES AND OTHER PROGRAMS

Students majoring in American Studies are encouraged to consider pursuing concentrations in African-American, Environmental, and Women's and Gender Studies. Many of the courses counted for those concentrations may also earn credit toward the American Studies major.

STUDY AWAY FROM WILLIAMS

We encourage students to pursue cross-cultural comparative studies. A major in American Studies can be combined with study away from Williams for a semester or a year if plans are made carefully. Many courses that will be approved for College credit may also count toward the American Studies major if their subject matter is American culture.

Students planning to be away in the junior year should have taken American Studies 201 before they leave; those away for junior-year spring term should take American Studies 302 in their sophomore year. Students should consult as early as possible with the chair or their advisor about their plans for fulfilling the requirements of the major.

AMST 201(FS) Introduction to American Studies

To be an "American" means something more than U.S. citizenship. In this course, we focus on the problems and possibilities of American identity. Access to Americanness is shaped by factors such as class, race, ethnicity, gender, sexuality, religion, and region—categories which themselves change in meaning over time. Given the geographical, racial, and cultural diversity of the United States, the ways in which Americans imagine nation inevitably vary over time, according to place, and among different individuals and groups. Rather than a survey of any one aspect or period of American history, literature, or popular culture, this course is an introduction to the interdisciplinary field of American Studies, a field defined both by the range of texts we read (essays, novels, autobiographies, photographs, films, music, architecture, historical documents, legal texts), and by the questions we ask of them: How have different Americans imagined what it means to be an American? What ideas about national history, patriotism, and moral character shape their visions of Americanness? How do the educational system, mass media, government policies regarding citizenship and immigration shape American identities? How are boundaries of inclusion and exclusion in the nation drawn? What uses have been made of the claim to an American identity, and what is at stake in that claim? How have Americans imagined a national landscape, a national culture, and to what ends?

Format: discussion. Evaluation will be based on a series of short critical essays and a group project.

No prerequisites. *Enrollment limit: 25 per section (expected: 25 per section). Preference given to sophomores and first-year students with AP 5 in U.S. History.* One section in the fall; one section in the spring.

Hour: 8:30-9:45 WF

First Semester: CLEGHORN

1:10-2:25 MR, 8:30-9:45 TR

Second Semester: M. REINHARDT, AUBERT

AMST 209(F) American Literature: Origins to 1865 (Same as English 209)

(See under English for full description.)

AMST 210(S) American Literature: 1865-Present (Same as English 210)

(See under English for full description.)

AMST 211(F) Topics in African-American Performance: Theatre and Film of the Harlem Renaissance (Same as Theatre 211)*

(See under Theatre for full description.)

AMST 220(FS) Introduction to African-American Writing (Same as English 220)*

(See under English for full description.)

AMST 221(S) Introduction to Urban Studies: Shaping and Living the City (Same as Latino/a Studies 220)

(See under Latino/a Studies for full description.)

AMST 264(S) American Art and Architecture, 1600 to Present (Same as Arth 264)

(See under Art—Arth for full description.)

American Studies

AMST 302(S) Whiteness (Same as Women's and Gender Studies 302) (Junior Seminar)*

"Whiteness" is a course geared toward exploring the historical and performative fictive constructions of "whiteness." We will begin by identifying aspects of "whiteness" supposedly unique to "white people," which have been often used to claim superiority and to establish a "white" standard. The course will be organized around three units. As an introduction, Unit One will focus on examples of institutionalization of white supremacy through legal and social regulations from the seventeenth century to present day (Northern Europe as "white"; Southern Europe as "dark"; the exclusion of non-white people from citizenship, wealth, and power). Unit Two will concentrate on American literary and dramatic examples of texts supportive and critical of "whiteness" as a desirable trait (*Metamora: Last of the Wampanoags!*, 1829; works by Octavia Butler, Danzy Senna). Unit Three will look to contemporary popular culture and the performances of "whiteness," particularly film and television (*Mi Vida Loca*, *Nurse Betty*, *Kill Bill*, *American Family*).

The course Whiteness is intended to prime students in the discourses of critical multicultural studies. It also satisfies the junior seminar requirement for American Studies Program majors.

Format: discussion. Students are responsible for participating in-class and Blackboard discussions, and two short (7-10 page papers).

Prerequisites: American Studies 201. *Enrollment limit: 19 (expected: 19).*

Junior American Studies Program majors given preference; all others will be admitted at the discretion of the instructor.

Hour: 1:10-2:25 TF

BEAN

AMST 310 Latino Cityscapes: Mapping Place, Community, and *Latinidad* in U.S. Urban Centers (Same as Latina/o Studies 310) (Junior Seminar) (Not offered 2005-2006; to be offered 2006-2007)*

(See under Latina/o Studies for full description.)

AMST 330 The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance (Same as Theatre 330) (Not offered 2005-2006; to be offered 2006-2007)*

(See under Theatre for full description.)

AMST 331 Sound and Movement in the Afro-Latino Diaspora (Same as Latina/o Studies 331, Theatre 331 and Women's and Gender Studies 331) (Not offered 2005-2006; to be offered 2006-2007)*

(See under Latina/o Studies for full description.)

AMST 332(F) Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as Latina/o Studies 332) (Junior Seminar) (W)*

(See under Latina/o Studies for full description.)

AMST 335 Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as Latina/o Studies 335, Theatre 335 and Women's and Gender Studies 337) (Not offered 2005-2006; to be offered 2006-2007)*

(See under Theatre for full description.)

AMST 338(F) Literature of the American Renaissance (Same as English 338)

(See under English for full description.)

AMST 345 The Black Arts (Same as English 345) (Not offered 2005-2006; to be offered 2006-2007)*

(See under English for full description.)

AMST 364(S) Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A. (Same as History 466)

(See under History for full description.)

AMST 368 Cultural Encounters in the American West (Same as History 368) (Not offered 2005-2006; to be offered 2006-2007)*

(See under History for full description.)

AMST 372(F) African-American Literary Thought and Culture (Same as English 372) (W)*

(See under English for full description.)

AMST 379(S) American Pragmatism (Same as Philosophy 379)

(See under Philosophy for full description.)

AMST 397(F), 398(S) Independent Study

AMST 403(F) American Music (Senior Seminar)

One way to write the cultural history of music is to trace the authority with which different people can say "You are hurting my ears" at any given historical moment." So writes Carlo Rotella, one of the historians whose work we will read in this course as we approach American popular music as an object of cultural studies. We will study particular performers and styles (e.g. Elvis, Selena, punk and hip hop), but we do so

in the context of the histories of labor; social migration; political and economic shifts; ideologies; and of the culture industry. Moving from the late-nineteenth-century to the present, and through agrarian to industrial to postindustrial social configurations, we will study music as a means of expressing resistance and accommodation and as the basis of community-formation and disruption. We will pay special attention to the recent recovery by American musicians of folk musics originating outside of American borders: Celtic, African and Cuban in the context of global capitalism and American hegemony. Texts include works of history, cultural criticism and ethnomusicology; audio performance recorded in the field, in the studio, and in concert; and documentary and fiction films. Format: seminar. Evaluation will be based on a number of written assignments.

Prerequisites: prior work in American Studies. *Enrollment limit: 19 (expected: 19). Preference given to senior American Studies majors.*

Hour: 9:55-11:10 TR

CLEGHORN

AMST 403 Notions of Race and Ethnicity in American Culture (Senior Seminar) (Not offered 2005-2006)*

([www.williams.edu/Registrar/catalog/depts/amst/amst 403.html](http://www.williams.edu/Registrar/catalog/depts/amst/amst%20403.html))

WONG

AMST 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as Latina/o Studies 405) (Senior Seminar) (W)*

(See under Latina/o Studies for full description.)

AMST 488T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents (Same as History 488T) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under History for full description.)

AMST 491(F)-W30, W30-492(S) Senior Honors Project

AMST 493(F)-W31, W31-494(S) Senior Thesis

SPECIALIZATION FIELDS

To provide focus for work in the major, each student will choose one of the Specialization Fields listed below and record this choice when registering for the major. (This commitment can be revised, in consultation with the chair.) At least five electives will be taken from among those designated to support a *specialization field*. In extraordinary cases, students who wish to do so may be permitted to design their own *specialization field*. Fulfillment of concentrations in African-American Studies, Environmental Studies, and Women's and Gender Studies may be used as the basis for individually designed specialization fields. All such arrangements must be approved by the American Studies Committee.

CULTURAL PRACTICES

Elective courses:

Cultural practices are the complex means by which peoples of the Americas express themselves, adopting, altering, and inventing artifacts, and social forms and practices.

ArtH/Environmental Studies 201 American Landscape History
 ArtH/American Studies 264 American Art and Architecture, 1600 to Present
 Comparative Literature/Spanish 205 The Latin-American Novel in Translation
 English/American Studies 209 American Literature: Origins to 1865
 English/American Studies 210 American Literature: 1865-Present
 English/Women's and Gender Studies 219 Literature by Women
 English/American Studies 220 Introduction to African-American Writing
 English/AMS/Maritime Studies 231T Literature of the Sea
 English 335 Transcendentalism
 English/American Studies 338 Literature of the American Renaissance
 English/Women's and Gender Studies 341 American Genders, American Sexualities
 English 354 Contemporary American Poetry
 English 357 Contemporary American Fiction
 English/American Studies 372 African-American Literary Criticism and Theory
 English 450 Herman Melville and Mark Twain
 History 148 The Mexican Revolution: 1910 to NAFTA
 History 157 The Great Depression: Culture, Society, and Politics in the 1930's
 History/American Studies 368 Cultural Encounters in the American West
 History 378/Women's and Gender Studies 344 The History of Sexuality in America
 History/Latina/o Studies/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households
 History 466/American Studies 364 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A.
 History of Science 240 Technology and Science in American Culture

American Studies

Music 111 Popular Music: Revolutions in the History of Rock
 Music 114 American Music
 Music 122 African-American Music
 Music 130 History of Jazz
 Music 140 Introduction to the Music of Duke Ellington
 Music 141 Introduction to the Music of John Coltrane
 Music 210T American Pop Orientalism
 Music 212 Jazz Theory and Improvisation I
 Political Science 239 Political Thinking About Race: Resurrecting the Political in Contemporary
 Texts on the Black Experience
 Sociology 215 Crime in the Streets
 Sociology 368 Technology and Modern Society
 Sociology 387 Propaganda
 Theatre 210 Multicultural Performance
 Theatre/American Studies 211 Topics in African American Performance: The 1960s, the Civil
 Rights and Black Arts Movement*

POWER, POLITICS, AND BELIEF

Any political or social movement is ultimately based on a set of beliefs about what the world is, or ought to be. This specialization examines American society in terms of its underlying belief system and ideologies, how these are translated into political, institutional, and cultural life, and how they shape the nature and distribution of power in society.

Economics/Women's and Gender Studies 203 Gender and Economics
 Economics 205 Public Finance
 Economics 208 Modern Corporate Industry
 Economics 209 Labor Economics
 English/American Studies 220 Introduction to African-American Writing
 English/Women's and Gender Studies 341 American Genders, American Sexualities
 History 148 The Mexican Revolution: 1910 to NAFTA
 History 157 The Great Depression: Culture, Society, and Politics in the 1930's
 History 164 Slavery in the American South
 History 243 Modern Latin America, 1822 to the Present
 History 252B America from San Gabriel to Gettysburg, 1492-1865
 History 253 The United States From Appomattox to AOL, 1865 -Present
 History 281 African-American History, 1619-1865
 History 282 African-American History From Reconstruction to the Present
 History 343 Gender and History in Latin America
 History 346 History of Modern Brazil
 History 357 The Rise of American Conservatism
 History 364 History of the Old South
 History 365 History of the New South
 History/American Studies 368 Cultural Encounters in the American West
 History 370 Studies in American Social Change
 History 372 The Rise of American Business
 History 380 Comparative American Immigration History
 History/Latina/o Studies/Women's and Gender Studies 386 Latinas in the Global Economy: Work,
 Migration, and Households
 History 456 Civil War and Reconstruction
 History /American Studies 488T The Politics and Rhetoric of Exclusion: Immigration and Its Discon-
 tents
 History of Science 240 Technology and Science in American Culture
 Political Science 201 Power, Politics, and Democracy in America
 Political Science 207 Political Elections
 Political Science 209 Poverty in America
 Political Science 214 Congressional Politics
 Political Science 216 Constitutional Law I: Structures of Power
 Political Science 217 Constitutional Law II: Rights
 Political Science 218 The American Presidency
 Political Science 230 American Political Thought
 Political Science 239 Political Thinking about Race: Resurrecting the Political in Contemporary Texts
 on the Black Experience
 Political Science 318 The Voting Rights Act and the Voting Rights Movement
 Political Science/Women's and Gender Studies 336 Sex, Gender, and Political Theory
 Political Science 410 Senior Seminar in American Politics
 Sociology 206 Religion and the Social Order
 Sociology 215 Crime in the Streets
 Sociology 218 Law and Modern Society

Sociology 265 Drugs and Society
Sociology 387 Propaganda

SPACE AND PLACE

This route focuses on the human landscape and the built environment. Courses listed below variously undertake the reading of geographical regions, patterns of habitation, imagined spaces, property relations and/or artifacts.

Anthropology 103 Pyramids, Bones, and Sherds: What is Archaeology?
Anthropology 215 Secrets of Ancient Peru: Archaeology of South America
Arth/American Studies 264 American Art and Architecture, 1600 to Present
Environmental Studies 101 Humans in the Landscape: An Introduction to Environmental Studies
Geosciences 105 Geology Outdoors
Geosciences 201/Environmental Studies 205 Geomorphology
Geosciences/Environmental Studies 208 Water and the Environment
History 364 History of the Old South
History 365 History of the New South
History 380 Comparative American Immigration History
History 466/American Studies 364 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A.
INTR 242/Arth 268/ArtS 212/Religion 289 Network Culture
Political Science 101 The Politics of Place in America
Political Science 317/Environmental Studies 307 Environmental Law
Political Science 335 Public Sphere/Public Space
Political Science 349T Cuba and the United States
Sociology 215 Crime in the Streets

RACE AND ETHNICITY

This specialization takes up the question of American identities as those are determined and sometimes confounded by racial and ethnic difference. How has difference within the American "community" been defined, and by whom? What have been the real historical, cultural, economic, and social effects of these discursive definitions?

Anthropology 216 Native Peoples of Latin America
English/American Studies 220 Introduction to African-American Writing
English/Women's and Gender Studies 341 American Genders, American Sexualities
English/American Studies 372 African-American Literary Criticism and Theory
History 148 The Mexican Revolution: 1910 to NAFTA
History 164 Slavery in the American South
History 243 Modern Latin America, 1822 to the Present
History 249 The Caribbean from Slavery to Independence
History 281 African-American History, 1619-1865
History 282 African-American History From Reconstruction to the Present
History 286 Latino(a) History from 1846 to the Present
History 364 History of the Old South
History 365 History of the New South
History/American Studies 368 Cultural Encounters in the American West
History 370 Studies in American Social Change
History 380 Comparative American Immigration History
History 384 Comparative Asian-American History, 1850-1965
History 385 Contemporary Issues in Recent Asian-American History, 1965-Present
History/Latina/o Studies/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households
History/Latina/o Studies/Women's and Gender Studies 387 Community Building and Social Movements in Latino/a History*
History 443 Slavery, Race and Ethnicity in Latin America
History 456 Civil War and Reconstruction
History/American Studies 488T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents
Music 122 African-American Music
Music 130 History of Jazz
Political Science 213 Theory and Practice of Civil Rights Protest
Political Science 318 The Voting Rights Act and the Voting Rights Movement
Political Science 349T Cuba and the United States
Psychology 341T Stereotypes, Prejudice, and Discrimination
Theatre 210 Multicultural Performance
Theatre/American Studies 211 Topics in African American Performance: The 1960s, the Civil Rights and Black Arts Movement*

American Studies, Anthropology and Sociology

PRE-1900 COURSES

ArtH/American Studies 264 American Art and Architecture, 1600 to Present
English/American Studies 209 American Literature: Origins to 1865
English/American Studies 338 Literature of the American Renaissance
History 164 Slavery in the American South
History 242 Latin America From Conquest to Independence
History 252B America from San Gabriel to Gettysburg: 1492-1865
History 281 African-American History, 1619-1865
History 364 History of the Old South
History/American Studies 368 Cultural Encounters in the American West
History 380 Comparative American Immigration History
History of Science 240 Technology and Science in American Culture
Political Science 230 American Political Thought

ANTHROPOLOGY AND SOCIOLOGY (Div. II)

Chair, Professor MICHAEL F. BROWN

Professors: M. F. BROWN, D. EDWARDS, JACKALL*, JUST. Associate Professors: FOIAS*, NO-LAN*. Assistant Professors: SHEVCHENKO, VALIANI. Visiting Assistant Professor: STANCZAK. Bolin Fellow: CASTOR.

The Department of Anthropology and Sociology at Williams aims to help students achieve an integrated understanding of biography, history, culture, and social structure in both traditional and modern societies.

Anthropology explores the full range of human experience by introducing students to the study of tribal and peasant societies, especially those on the periphery of the West, as well as to the cultural complexities of stratified, industrial societies such as our own. Integrated with the study of specific peoples is an examination of the various analytical schemes anthropologists have developed to understand them. Courses offered in the department represent two of Anthropology's major subfields: sociocultural anthropology—that is, the comparative study of human social life, institutions, and beliefs—and archaeology, the study of the origins and lifeways of prehistoric peoples.

Sociology studies the social and institutional intricacies of modern industrial societies and the social psychological dilemmas facing the individual in our epoch. Sociology courses introduce students to classical and contemporary social thought about men and women and society, to the systematic analysis of social institutions and social interaction, and to the social analysis of modern culture. The Sociology major at Williams emphasizes the humanistic tradition of sociology, stressing qualitative approaches to understanding how social reality is constructed.

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

- (1) *Core Courses.* Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

<u>Anthropology</u>	<u>Joint (ANSO)</u>	<u>Sociology</u>
ANTH 101 The Scope of Anthropology	ANSO 205 Ways of Knowing ANSO 305 Social Theory ANSO 402 Senior Seminar	SOC 101 Invitation to Sociology

- (2) *Elective Courses.* Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.
- (3) Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

STATISTICS AND DATA ANALYSIS

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student's departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and *must* submit a proposal for the thesis for department approval *no later* than preregistration in the spring of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

ANTHROPOLOGY / SOCIOLOGY COURSES

JOINT CORE COURSES

ANSO 205(S) Ways of Knowing

An exploration of how one makes sense of the social world. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? What are the uses and limits of statistical data? What is the importance of history to sociological and anthropological research? How can one use archival and other documentary materials to enrich ethnographic research? What are the empirical limits to interpretation? What is the relationship between empirical data and the generation of social theory? How does the social organization of social research affect one's inquiry? What are the typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? We will approach these problems concretely rather than abstractly through a series of case studies of how men and women in the world of affairs, ranging from detectives, epidemiologists, and corporate lawyers, make sense of their worlds in order to act responsibly. We will also draw upon the field experiences of departmental faculty in settings as diverse as the jungles of Guatemala, the mountains of Sumbawa, Afghan refugee camps, Russian kitchens, big city police departments and district attorney offices, corporate offices on Wall Street, and criminal drug courts across America and the United Kingdom. There will also be some practical training in basic field methods, census and survey interpretation, and archival research.

Requirements: a series of short papers and a final exam.

Prerequisites: Anthropology 101 or Sociology 101 or permission of instructor. *Expected enrollment: 15.*
Hour: 1:10-3:50 W SHEVCHENKO

ANSO 305(F) Social Theory

An introduction to social theory in anthropology and sociology, with strong emphasis on enduring works by major thinkers—Marx, Weber, Durkheim, and Freud, among others—who have shaped views of society in the West and beyond. Several key questions inform exploration of these works: What are the historical roots and principal attributes of modernity? From the perspective of modernity, how do social theorists understand “the primitive”? Do society and culture have organizing rules? What role does human agency play in the unfolding of social life? What are the possibilities and limits of scientific approaches to the study of human social experience? In considering such questions, we will reconstruct the intellectual and social histories of both disciplines, examining in particular how they abandoned common ground and language, with sociologists gravitating toward paradigms of scientific predictability and anthropologists toward relativistic frameworks of interpretation. Finally, we will examine the migration of ideas from anthropology and sociology to other disciplines and back again. The course emphasizes major differences between interpretive frameworks as well as common elements that contribute to a deeper understanding of the social world.

Format: seminar. Requirements: three 5- to 7-page essays.

Anthropology and Sociology

Prerequisites: Anthropology 101 or Sociology 101 and ANSO 205 or permission of instructor. *Enrollment limit: 25 (expected: 15).*

Hour: 8:30-9:45 TR

M. F. BROWN

ANSO 402(S) Senior Seminar (Same as Anthropology 402 and Sociology 402)

This capstone seminar combines intensive discussion and individual research. The first half of the semester will be dedicated to the discussion of a social issue central to the concerns of both anthropology and sociology. The class will meet with the instructor in spring 2005 to decide on that topic. Then, in the second half of the semester, students will pursue independent, original projects and produce a major term paper. Toward the end of the semester, students will present their projects to the seminar. Students who are not senior majors in anthropology or sociology are admitted to this course only on the instructor's permission.

Format: seminar. Requirements: full participation, major research project and paper, class presentation.

Prerequisites: senior Anthropology and Sociology majors or permission of instructor. *Enrollment limit: 18 (expected: 18).*

Hour: 2:35-3:50 MR

JUST

ANTHROPOLOGY COURSES

ANTH 101(FS) The Scope of Anthropology*

Is there such a thing as "human nature"? Why have human societies developed such a bewildering range of customs to deal with problems common to people everywhere? This course addresses these questions by introducing students to the comparative study of human social life and culture. Topics surveyed in the course include economics, language and thought, kinship and marriage, law and politics, and the wide variations in human belief systems, including religions. The course also considers the ways that anthropology, a discipline that was until recently practiced almost exclusively by Westerners, approaches other societies in search of insights on our own customs and values. Ethnographic descriptions of both "simple" tribal societies and complex modern ones are a prominent part of the readings.

Format: lecture/discussion of case studies and ethnographic films. Requirements: two short essays, a final examination and class participation.

Enrollment limit: 30 (expected: 30). Preference given to first-year students and sophomores.

Hour: 1:10-2:25 MR

First Semester: JUST

1:10-2:25 MR

Second Semester: D. EDWARDS

ANTH 103 Pyramids, Bones, and Sherds: What is Archaeology? (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/anth/anth103.html)

ANTH 107(F) Introduction to Linguistics (Same as Linguistics 101)

(See under Linguistics for full description.)

ANTH 214 The Rise and Fall of Civilizations (Same as Environmental Studies 224) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/anth/anth214.html)

FOIAS

ANTH 215 The Secrets of Ancient Peru: Archaeology of South America (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/anth/anth215.html)

FOIAS

ANTH 216(S) Native Peoples of Latin America*

An introduction to the cultural heritage of Central and South America. After a brief review of Latin-American prehistory, the course will consider such issues as the demographic and political impact of the Conquest; the economic, social, and religious life of contemporary Indian and peasant communities; and the dynamics of cultural redefinition and survival in the turbulent political arena of the modern Latin-American state.

Format: seminar. Requirements: two essays and a take-home exam.

No prerequisites. *Open to first-year students. Enrollment limit: 25 (expected: 25).*

Hour: 2:35-3:50 TF

M. F. BROWN

ANTH 224 Morality and Modernity in the Muslim Middle East (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/anth/anth224.html)

D. EDWARDS

ANTH 225(S) Visible Culture: Documentary and Nonfiction (Same as English 303)*

This course examines the potential of moving images to reveal aspects of culture normally obscured by the written word. We will consider both the theory and practice of documentary film from its inception around 1900 to the present, paying particular attention to the way documentary filmmakers have approached the representation of social reality in Western and non-Western cultural settings. Questions that we will consider include: What is the relationship between written text and image, or between image and story? What is the role of film in anthropology? What counts as a document?

Team-taught, through a mixture of lectures and discussions. Course requirement: Regular attendance at film screenings and active class participation. Students will write a 5-page paper on an assigned topic and a

12- to 15-page final paper. There will be a self-scheduled take-home final.

Enrollment limit: 40 (expected: 40). Preference given to English and Anthropology/Sociology majors, then to sophomores, and finally to first-year students.

Hour: 9:55-11:10 TR

D. EDWARDS and ROSENHEIM

ANTH 233(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as Asian Studies 233 and Religion 249)*

No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.

Format: seminar. Requirements: mid-term, short essays, term paper.

No prerequisites. *Enrollment limit: 19 (expected: 15). Open to non-majors.*

Hour: 11:20-12:35 TR

JUST

ANTH 235(F) Cultural Politics in the Caribbean (Same as African-American Studies 235)*

Often only recognized as the home of reggae, the countries of the Caribbean have numerous rich and diverse cultures. This course will move beyond regional stereotypes to examine the role of cultural performance—festivals, rituals, music and dance—in linking everyday practices of Caribbean people to larger social forces: politics, citizenship and the economy. How do these postcolonial states mobilize culture in building nations, constructing identities, and staking positions in the global economy? In the face of commodification, globalization, and competing interests, how do cultural practices express and reflect the lives of people? Do cultural performances offer a critique of social and economic relations? In answering these questions we will consider theories of culture, especially in reference to the African Diaspora and the Caribbean. We will explore the dynamics of classic anthropological theories of Caribbean society and culture (e.g., respectability/reputation and stratification/plurality) by looking at popular and public cultural forms, including Trinidad Carnival, Cuban Santería, and Jamaican Dancehall. Course materials will be drawn from articles, ethnographies, DVDs and audio CDs.

Format: seminar. Requirements: active class participation, midterm, and final paper.

Open to non-majors. Enrollment limit: 25 (expected: 22.)

Hour: 1:10-2:25 MR

CASTOR

ANTH 262T Applying the Scientific Method to Archaeology and Paleoanthropology (Same as Chemistry 262T) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under Chemistry for full description.)

ANTH 270T(F) Trauma, Memory, and Reconciliation (W)*

This tutorial examines the processes by which societies seek peace and reconciliation after conflict. The particular focus of the course will be on how people in different cultures cope with trauma and the role of storytelling and ritual in the grieving process. Beginning with a consideration of the anthropological literature on conflict and conflict resolution in small-scale societies, we will move onto an investigation of a number of contemporary crises and conflicts and their aftermaths. Among the topics we will read about and discuss are cultural factors that enhance or minimize trauma; how traumatic events are remembered and/or suppressed; the cultural foundations of mourning; the role of legal proceedings in the resolution of conflict, especially the advent of truth and reconciliation tribunals in South Africa and other countries and the applicability of these institutions in cultures without redemptive religious traditions; spatial aspects of grieving and reconciliation, including the use of memorials and the transformations of battlefields into sites of commemoration; how men and women cope with trauma and the role of storytelling and ritual for each; the social psychology of post-traumatic stress disorder and the cultural factors that enhance or diminish this syndrome; and the perpetuation of trauma on subsequent generations. Format: tutorial.

No prerequisites, although prior exposure to anthropology, sociology, political science, or philosophy welcomed. *Enrollment limit: 10 (expected: 10). Priority given to sophomores.*

Tutorial meetings to be arranged.

D. EDWARDS

ANTH 324 Empires of Antiquity (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/anth/anth324.html)

FOIAS

ANTH 328T(F) Emotions and the Self (W)*

Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self-hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross-cultural comparison. Exploring the borderlands between anthropology, sociology, and psychology, we will bring the tools of ethnographic analysis to bear on central pan-human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held)

Anthropology and Sociology

assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things—neuro-physiological states—or ideas—sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?

Format: seminar.

Enrollment limit: 10 (expected: 10). Open to first-year students.

Tutorial meetings to be arranged.

JUST

ANTH 346 The Afghan Jihad and its Legacy (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/anth/anth346.html)

D. EDWARDS

ANTH 364(F) Ritual, Politics, and Power (W)*

Power is distributed unequally in society, and one of the main avenues by which this distribution comes about and is maintained is through ritual. History tells us that power is nothing until it is ritualized, for it is only through ritual means that power can be concentrated, maintained, and transmitted. At the same time, the converse is also true. For those contesting the way power is distributed in society, ritual provides a necessary weapon for mobilizing support and undermining the legitimacy of those in charge. This course looks at the relationship between ritual, politics and power from a variety of disciplinary perspectives and in a number of different socio-cultural contexts. Beginning with the ethological and psychological study of ritual, we will consider some of the ways in which anthropologists and sociologists in particular have examined ritual's role in society, as well as the elementary forms of political ritual, such as rites of passage, sacrifice, and kingship. We will investigate the extent to which rituals are similar in 'traditional' and 'modern' contexts. We will also examine the role ritual plays in political resistance and the question of whether and in what circumstances rituals are subversive or constitutive of the dominant structures of authority.

Format: seminar. Requirements: one 5-page paper, a 20-page research paper and a take-home final. Prerequisites: at least one other Anthropology or Sociology course. *Enrollment limit: 20 (expected: 18).*

Hour: 2:35-3:50 TF

D. EDWARDS

ANTH 397(F), 398(S) Independent Study

ANTH 402(S) Senior Seminar (Same as ANSO 402 and Sociology 402)

(See under ANSO for full description.)

ANTH 493(F)-W31-494(S) Senior Thesis

SOCIOLOGY COURSES

Reminder: check the Anthropology/Sociology (ANSO) listings for additional courses.

SOC 101(F,S) Invitation to Sociology

An introduction to sociological analysis. The course focuses on the relationship of individual men and women to the social world and introduces students to systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Veblen, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict.

Format: lecture/discussion. Requirements: a take-home midterm exam, a class presentation and a final.

No prerequisites. *Expected enrollment: 30. Preference given to first-year students and sophomores.*

Hour: 2:25-3:50 MR

1:10-2:25 MR

First Semester: VALIANI

Second Semester: STANCZAK

SOC 201 Violence (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/soc/soc201.html)

JACKALL

SOC 202 Terrorism and National Security (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/soc/soc202.html)

JACKALL

SOC 204 Social Movements (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/soc/soc204.html)

STANCZAK

SOC 206 Religion and the Social Order (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/soc/soc206.html)

NOLAN

SOC 208(F) Religion in Society (Same as Religion 277)

Early social theorists offered a variety of perspectives on the role of religion in modern social life. Analyses ranged from an emphasis on religion's positive function in providing society with a source of cohesive meaning and unity to more critical perspectives, which portrayed religion as an illusory source of legitimacy for the existing social order. Building on this legacy, more recent sociological assessments recognize both the function religion serves in sustaining social arrangements as well as its more mobilizing role in

fostering radical social upheaval. This course will focus on the second part of this continuum, that is, religion's dynamic role in inspiring social mobilization and social change. It begins with an analysis of the relationship between society and religion found in classic works on the Protestant Ethic and the growth of American capitalism, and moves to more recent empirical analyses of changes among immigrant religious communities in the United States. More active religious dynamism, while evident in American examples such as domestic missionary movements and contemporary Christian Patriots, has developed worldwide. Comparative cases of "radical religion" across the globe from Liberation theology in Central America to the role of Islamic networks in the Iranian revolution require a new understanding of the assumed processes of secularization. The course ends with a consideration of religion and violence as modes of destructive social change.

Format: seminar.

Enrollment limit: 20 (expected: 15).

Hour: 11:20-12:35 TR

STANCZAK

SOC 215 Crime in the Streets (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/soc/soc215.html)

JACKALL

SOC 218 Law and Modern Society (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/soc/soc218.html)

NOLAN

SOC 235(S) Racial Boundaries, Ethnic Identities*

Racial and ethnic labels are recognizable social shorthands that reveal significant differences across time and space. This course considers the social, political, economic, and historical influences upon the ways in which these boundaries and identities are constructed, contested, and reproduced over time. Labor markets, immigration, economic mobility, religion, and political ideologies are just some of the contributing factors to the social construction of race and ethnicity. We will analyze a variety of racial and ethnic designations including whiteness as an often unacknowledged but equally constructed category. While focusing predominantly on the United States, we will also consider global patterns that reconfigure these definitions across borders.

Format: seminar. Requirements: class participation, short writing assignment, film critique, midterm and final exams.

No prerequisites. *Enrollment limit: 20 (expected: 20). Open to non-majors.*

Hour: 9:55-11:10 TR

STANCZAK

SOC 245(F) Image and Representation

This course takes an historical view of photography and social thought by mapping various projects and their critiques over the past century and a half. These include the photographic reflections of missionary social hierarchies and Western morality in late nineteenth century global expansion; the photographic utility in public policy, propaganda and social awareness from image muckrackers such as Jacob Riis and Lewis Hine to the Farm Security Administration; and the representation of the "other" through the photo-journalism of National Geographic. Beyond ideological influences and cultural bias in image composition the course examines the ongoing technological developments that affect image manipulation and our presumption of authentic representation. Finally, social documentation and analysis within sociology is primarily text-based. However, research utilizing photography and video is making significant contributions to our empirical and theoretical understanding of the social world. Using an historical lens of the role and use of photography for social representation, the course will critically survey a wide sample of contemporary image-based social scientific research projects.

Format: seminar. Requirements: several short written image exercises, two photography assignments (single-use cameras appropriate).

Enrollment limit: 20 (expected: 15).

Hour: 7:00-9:40 p.m. M

STANCZAK

SOC 265 Drugs and Society (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/soc/soc265.html)

NOLAN

SOC 268(S) Space and Place

The perception of physical space is produced culturally and historically. Moreover, such understandings and meanings of space are governed by cultural symbols, personal desires and identities, and institutionalized forms of power. This course will consider the process by which spaces (especially urban ones) are produced and examine how "the production of space" has been connected to the following themes: knowledge, power, and states; technology and the city; urban survival and resistance; architecture and urban design; capitalist production and the city; gender and space; maps, nationalism, and cartographic representations; and "globalizing" cities. Course participants will also view and critique representations of the city appearing in film.

Format: lecture/discussion. Requirements include full participation, one "spatial reading" assignment, class presentation, and a final paper.

No prerequisites. *Enrollment limit: 25 (expected 25). Open to non-majors.*

Hour: 1:10-2:25 TF

VALIANI

Anthropology and Sociology

SOC 313(S) Food, Taste, and the Sociology of Production

A classic gastronomical challenge taunts, "Tell me what you eat and I'll tell you who you are." This implies that food is an indicative medium of local, ethnic, religious, and perhaps most tellingly, class cultures. This course reexamines these issues and extends the stated challenge to various social arenas such as immigration, globalization, mass production, and niche marketing. If, in common parlance, we are what we eat, then what might we learn about a society in which a fish caught in Japan is served the same evening in New York? What might we learn about the migration and transformation of food culture by ordering Thai delivery in Massachusetts? Beyond the global patterns of taste, availability, and modes of consumption, we must additionally ask questions about production. For example, telling us who we are if we eat fast food hamburgers includes a full account of cattle ranching, feedlots, corporate meatpacking conglomerates, sanitation, and mass marketing of brands. Finally, the course explores the gendered patterns that food production and consumption transmit and reproduce.

Format: seminar.

Enrollment limit: 20 (expected: 15).

Hour: 7:00-9:40 p.m. M

STANCZAK

SOC 315(F) Culture, Consumption, and Modernity

How do lifestyles, fashions and trends appear and evolve? Are we authors of our own taste? What structures our choices of goods and activities? What is it that gives meaning to objects and makes them desirable? Are there non-consumer societies in the modern world? How has globalization changed the ways people consume in different parts of the globe? This course will explore the consumption and consumer practices as products of modernity and will analyze the political, cultural and social agendas that have transformed consumption over time. Politics of consumption (the way in which seemingly free and independent consumption choices aggregate into the existing system of global capitalism) will be treated alongside its symbolic element: the role of consumer practices in creating and articulating identities, building relationships and creating solidarities. It will look at money, fashion, advertising, arts, tourism, and shopping in places as varied as nineteenth-century France, socialist Russia, postsocialist Hungary and in contemporary United States, tracing both the mechanisms that structure patterns of consumption, and the implications that these patterns have for the larger social order.

Format: seminar. Requirements: full participation, class presentation, annotated bibliography and a major term paper.

No prerequisites. *Enrollment limit: 19 (expected: 15).*

Hour: 8:30-9:45 MWF

SHEVCHENKO

SOC 324(F) Memory and Identity

Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanism involved in the formulation of the individual's sense of his or her place in the world. Topics include: nations and nationalism, representations of individual and collective pasts, collective memory and practices of remembrance, nostalgia and selective forgetting, narratives of childhood and a "golden age," the invention of tradition, museums and memorials, biography and memoirs, narratives of progression, and the making of national and family histories.

Format: seminar. Requirements: extensive class participation, class presentation, several short papers and a research project.

No prerequisites. *Enrollment limit: 19 (expected: 15).*

Hour: 11:00-12:15 MWF

SHEVCHENKO

SOC 327(F) Violence, "Militancy," and Collective Recovery*

Is anyone capable of an act of violence? Does social experience condition people to be militant? How is violence collectively experienced, remembered, or forgotten? This course will consider violence as concept and event, from various vantage points and with geographical-historical references that include Asia, Africa, Europe, and the Americas. Topics to be considered include the idea of organized violence and the role of states; violence, collective memory, and public apologies; militias and cultural identity; mass media and violence; suffering and gender. Readings draw from approaches to the study of violence that are theoretical, analytical, comparative, ethnographic, and fictional. Authors to be considered include Wacquant, Mamdani, Said, Tilly, Stern, Venkatesh, Wagner-Pacifici, Foucault, DBC Pierre, and Malkki, among other authors.

Participants will view visual representations of violence and examine the ways in which violence is used to construct collective pasts.

Format: seminar. Requirements: full participation, class presentation, and a term paper.

No prerequisites. *Enrollment limit 19 (expected 15). Open to non-majors.*

Hour: 9:55-11:10 TR

VALIANI

SOC 332(S) Communism and Its Aftermath

Caught as we are in the fault lines separating the First World from the Third, it is easy to lose sight of the fate of the Second. This course will explore the final decades of the Soviet period as well as the impact that the collapse of state socialism has had on the inhabitants of the former Soviet bloc and on the political

Anthropology and Sociology, Arabic

imagination of the world at large. The class will draw on a variety of research perspectives and media in order to grasp the peculiarities of late Soviet-style socialism and of the challenges and dilemmas that accompany the post-socialist project of simultaneously transforming the economic, political and cultural realms of society. Topics include: socialist utopia in theory and practice, competing explanations for the regime's collapse, formation of new elites and class cultures, gender and property in transition, civil society and everyday political talk, historical politics and collective identities in the changing times.

Format: seminar. Requirements: class presentation, several short papers and a final paper.

No prerequisites. *Enrollment limit: 19 (expected: 15). Open to non-majors.*

Hour: 1:10-2:25 MR

SHEVCHENKO

SOC 345(S) Producing the Past (W)*

In response to the apparent rise in individual and collective celebrations of "traditional community" over the past two decades, this course will examine how the past is mobilized in order to animate collective identities, address contemporary grievances, and produce events in the present. We will consider the emergence of modern forms of historical consciousness and writing and interrogate the modalities by which they are produced. Participants will read critical works focused on a range of cultural settings, all of which consider the production of the past in connection with the following topics: "community," nation, and religion; collective memory; disciplinary knowledge and power; "tradition," race, and gender; genocide and democracy; and constructing objects of inquiry.

Format: seminar. Requirements: full participation, one class presentation, and two papers.

No prerequisites. *Enrollment limit: 19 (expected 19). Open to non-majors.*

Hour: 8:30-9:45 TR

VALIANI

SOC 368 Technology and Modern Society (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/soc/soc368.html)

NOLAN

SOC 387(formerly ANSO 387) Propaganda (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/soc/soc387.html)

JACKALL

SOC 397(F), 398(S) Independent Study

SOC 402(S) Senior Seminar (Same as ANSO 402 and Anthropology 402)

(See under ANSO for full description.)

SOC 493(F)-W31-494(S) Senior Thesis

ARABIC

ARAB 101(F)-W-102(S) Elementary Arabic*

This is a year-long course in which students will learn to read, write and converse in Arabic while becoming familiar with the basic grammar of Modern Standard Arabic. Students will also be exposed to the Egyptian variety of colloquial Arabic. This is a communicative-oriented course which revolves around the daily practice of vocabulary, conversation and different grammatical structures in class. You will be expected to speak Modern Standard Arabic in class from an early stage. Students will also be expected to take advantage of the technological resources available for the study of Arabic on the internet, as well as the technological aids available as part of our textbooks for this course, *Alif Baa* and *Al-Kitaab fii Ta'allum al-'Arabiyya* from Georgetown University Press.

Format: lectures, five hours a week. Evaluation is based on tests, daily homework, and active class participation.

No prerequisites. *No enrollment limit (expected: 15).*

Students registered for Arabic 101 and 102 are required to attend and pass the sustaining program during the winter study period.

Credit is granted only if both semesters of this course are taken.

Hour: 9:00-9:50 MTWRF

VARGAS

Note: for those students who would like to continue their study of the language, Intermediate Arabic (CRAB 301) will be offered as an independent study under the Critical Languages program.

ART (Div. I)

Chair, Associate Professor MICHAEL GLIER

Professors: EDGERTON, EPPING, FILIPCZAK**, HAXTHAUSEN, HEDREEN*, JANG***, E. J. JOHNSON, LALEIAN*, LEVIN**, M. LEWIS, MCGOWAN*, OCKMAN, TAKENAGA***. Visiting Clark Professor: ANDREWS, CLAYSON. Associate Professors: GLIER, LOW, PODMORE. Assistant Professors: ALI*, CHAVOYA*, JACKSON, L. JOHNSON, SOLUM**. Visiting Assistant Professor: MCGRATH. Senior Lecturer: E. GRUDIN. Lecturer: SATTERTHWAITE. Lecturers: B. BENEDICT§§, H. EDWARDS, D. JOHNSON§, MCCALLUM§. Lecturer in Arts and Humanities: DIGGS. Lecturers in the Graduate Program in the History of Art: CONFORTI, GANZ, HOLLY, MATHEWS, SIMPSON. Mellon Doctoral Fellow in the History of Photography: DUGANNE. Mellon Postdoctoral Fellow in Art: BIRD.

MAJOR

Three routes are offered: the emphasis of the first is on the history of art, and that of the second is on creative work in studio. The third route through the major allows students to take courses in both halves of the department in more or less equal numbers.

Note: The Art History and Art Studio routes are strongly recommended for any prospective Art major who is contemplating graduate study in Art History or Art Studio.

Art History Route

Sequence courses

ArH 101-102 Introduction to Western Art History

ArtS 100 Drawing I (*or its equivalent as agreed by the department, to be taken by the end of the junior year*)

ArH 301 Methods of Art History (*ARTH 448 may be taken to satisfy this requirement*)

One Seminar or Graduate Course

Parallel courses

Any five additional semester courses of art history including three concerned with the following:

- 1) a period of Western art prior to 1800,
- 2) a period of Western or non-Western art, prior to 1400, and
- 3) non-Western art.

Art Studio Route

Sequence courses

ArtS 100 Drawing I

ArtS 230 Drawing II

ArH 101-102 Introduction to Western Art History

Any three of the 200-level ArtS (studio) courses in three different media

ArtS 319 Junior Seminar

Any two of the 300-level ArtS courses

or

One of the 300-level ArtS courses and ArtS 418T Senior Tutorial

History and Practice Route

Sequence courses

ArH 101-102 Introduction to Western Art History

ArtS 100 Drawing I

One 200-level ArtS course

ArH 301 Methods of Art History, ArH 448 Art About Art, 1400-2000 or ArtS 319 Junior Seminar

One ArH seminar (400-level) or one 500-level graduate course except 508

One 300-level ArtS tutorial or (with permission) ArtS 418T Senior Tutorial

Parallel courses

Any four additional Art Studio or Art History courses. At least one elective must be taken in each wing of the department. At least one of the electives must be an Art History course concerned with a period of Western or non-Western art prior to 1800.

Art History Route: The history of art is different from other historical disciplines in that it is founded on direct visual confrontation with objects that are both concretely present and yet documents of the past. We emphasize analysis of images, objects, and built environments as the basis for critical thought and visual literacy. In addition to formal and iconographic analysis, we use the work of other disciplines to understand visual images, such as social history, perceptual psychology, engineering, psychoanalysis, cultural studies, and archaeology. Because of its concentration on visual experience, the Art History major increases one's ability to observe and to use those observations as analytical tools for understanding history and culture.

ArH 101-102 introduces students to a series of critical studies of important works selected from the history of Western art from antiquity to the present. The critical approach of the introductory course is

maintained in all further courses, especially by assigned study of original works in the Williams College Museum of Art, Chapin Library, the Clark Art Institute, and Mass MoCA.

An introductory studio course, ArtS 100, in which no artistic talent or prior experience are assumed, provides vital training in what is a visual as well as a verbal discipline. The requirement of a course in non-Western art expands majors' geographic as well as cultural horizons, and the requirement of two courses in art from periods prior to 1800 provides a necessary concentration on earlier moments in culture. (As the late contemporary architect, Philip Johnson, said, "You cannot not know history.") The junior course (ArtH 301) develops awareness of the theoretical implications, as well as the possibilities and limitations of different art-historical methods. The requirement of a seminar or graduate course in the senior year enables students to apply that knowledge of methodology to their most specialized work in the Art History route.

Art Studio Route: The studio division of the Art major has been structured to foster the development of a critical understanding of making art; to support creative interests and to develop students' perceptions and imaginations as they investigate a variety of visual media. Drawing I, ArtS 100 serves as an introduction to the basic drawing and design principles which establish the foundation for the development of visual expression. ArtH 101-102, an introduction to the history of Western art, provides part of the necessary background in the critical analysis of art. The 200-level ArtS courses provide opportunities to learn the elements of some of the principal visual arts media: architecture, painting, photography, printmaking, sculpture, and video. These courses combine technical foundations in the medium with analysis of the interrelation of visual form and content. The 300- and 400-level courses place a greater emphasis on the application of appropriate visual skills and strategies to particular thematic concerns, and to the development of the student's individual vision. All studio art seniors exhibit their work in the Williams College Museum of Art as a part of the requirements for the major.

History and Practice Route: This route allows students to study in depth both the history of art and the making of it. It offers considerable flexibility: students may propose courses of study that emphasize particular media, themes or methodological issues. To mention just three examples, students may design sequences of courses that focus on architecture, gender or narration in both the history of art and contemporary practice. Students may take more courses in one wing of the department than the other, as long as the minimum requirements in each wing are satisfied. The History and Practice route is especially well-suited to students interested in arts-related careers outside of higher education, including work in art galleries, art museums, and primary or secondary school education.

Unlike the history or studio routes, acceptance into the History and Practice route is not automatic. The student must first submit a written application in two copies, one for each advisor from the two wings of the department, as well as a list of proposed courses; this application must be approved by the art department.

The application must provide a narrative statement of the theme of the major, and why it cannot be accommodated in either history or studio. It is not enough to submit a list of courses; the student needs to show the coherence and integrity of the plan of study, and how it develops the theme of the proposed major.

Some students will be attracted to both wings of the department but will not have a field of study that falls between the two. In these cases, it is better for the student to choose between history and studio—taking additional courses from the other wing as desired. In short, the History and Practice route is reserved for students with a strong record of achievement who cannot be accommodated in the two wings of the department.

History and Practice majors do not participate in the senior studio exhibition at the end of the year.

History and Practice Faculty Advisors: Michael Glier, Ann McCallum, and Ben Benedict in studio; E. J. Johnson, Peter Low and Michael Lewis in history.

COURSE NUMBERS

First Digit

The introductory courses in both Art History and Studio have 100-level numbers and are prerequisites for most other courses in the department. The distinction between 200- and 300-level offerings is either one of difficulty or of the sequence in which material is best taken. Also, lecture courses with no prerequisite have a 100- or 200-level number. The 400-level seminars and tutorials are intended for advanced students, usually senior majors.

Middle Digit

Art Studio (ArtS)

Middle digit distinguishes introductory and general courses from those specialized in different media and arts. 0 = introductory; 1 = general; 2 = architecture; 3 = drawing; 4 = painting; 5 = photography; 6 = printmaking; 7 = sculpture; 8 = video; 9 = independents, honors.

THE DEGREE WITH HONORS IN ART

Students who wish to become candidates for the degree with honors must show prior evidence of superior performance in the major as well as research capabilities to carry out the proposed project.

Art

Art History:

In order for a project to be considered, the candidate (1) must have arranged for an advisor, and (in consultation with the advisor) a second reader to supervise and evaluate the project (2) should normally have had one course with the advisor. In addition, the topic must be within the advisor's areas of competence and should normally be related to course work which the student has done previously. In the case of an interdisciplinary proposal, the second reader should normally come from the other discipline.

The student submits a 2-page proposal including a statement about the preparation for the project, a description of the topic and a general bibliography. Following approval by the faculty advisor and second reader, this proposal is reviewed by the entire Art faculty, who have the option to request revisions and to refuse the proposal. Students should keep in mind that a thesis in Art History is not necessary for admission to graduate study.

It is the responsibility of the candidate to select one of the following routes and to meet all deadlines. Students who are not making satisfactory progress on their research and writing will not be allowed to continue with the thesis. The completion of the requirements, however, will not guarantee a degree with honors. The degree with honors will be awarded for projects demonstrating a high degree of scholarly achievement and self-motivation. All proposals must be submitted according to the guidelines set out below. The timetable for submission of work, including specific dates, is available in the Art Department office.

Students may select one of the following options:

- 1) Full-Year Thesis: Research and writing will be carried out during both semesters and WSP of the senior year (students should register for Arth 493-W31-494). The thesis topic, advisor and second reader must be determined by April 15 of junior year. Students who are on overseas programs junior year are advised to make arrangements prior to their departure, but they may submit a final proposal two weeks before the fall semester of senior year if they have made the necessary arrangements. After the thesis is submitted, the candidate for honors shall present an oral defense before faculty and peers.
- 2) Half-Year Thesis: Research and writing will be carried out during fall term and winter study or during winter study and spring term (Students should register for Arth 493-W31 or W31-Arth 494). For students who choose to complete the mini-thesis in the fall, proposals must be submitted by April 15 of the junior year. For those planning to complete the mini-thesis in the spring, proposals must be submitted by November 1.

A student's project is judged by two members of the department, the advisor and second reader; in the case of an interdisciplinary project, a member of the Art Department and a member of the other relevant department or program functions as advisor and second reader. In rare cases, a third reader may be appointed by the department at the request of the advisor or second reader.

All routes require that one course and one WSP, in addition to the ten required courses for the major, be dedicated to the honors project.

Art Studio:

Studio art concentrators who wish to be candidates for honors are required to add a 200-level course, and to take the 400-level senior tutorial. An additional 300-level tutorial or 200-level course must be added for a total of twelve courses.

Honors candidates enrolled in the senior tutorial must "evidence" prior experience in the media chosen for the honors work. This "evidence" may consist of one or more 200-level courses in the medium, course work at the 300 level and/or a slide portfolio demonstrating the student's proficiency in the media chosen for the honors project. This work is presented to the senior tutorial instructor at the start of the spring semester.

At the end of the spring semester of the senior year, the honors candidate will orally defend his/her work in the senior exhibition at WCMA. The entire studio faculty will attend the defense. Based on the work and the oral defense, the studio faculty (as a whole) will designate honors, high honors or no honors.

History and Practice:

The route to honors is a combination of the Art Studio and Art History honors routes. At the beginning of senior year, a candidate for honors in History and Practice makes a proposal to two faculty members, one faculty advisor from each wing of the department. If both advisors agree to supervise the project, the candidate enrolls in independent study and works through the fall semester and winter study. The progress of the project is assessed by both advisors at the end of winter study; if the project is not well enough developed, the advisors may end it at that time. If the project is allowed to move forward, the student enrolls either in ArtS 418T *Senior Tutorial*, if the project is primarily a matter of making art, *or* in an Honors Independent Study, if it is primarily a writing project. The final project is submitted to the two advisors, who will determine whether or not it will receive honors.

ART HISTORY COURSES

ARTH 101(F)-102(S) Introduction to Western Art History

An historical survey of Western architecture, sculpture, and painting, concentrating on a limited number of major works from key periods. Training in visual analysis is emphasized, so that the student can learn to

understand the ideas conveyed in works of art. Architecture and sculpture studied in the first semester, painting in the second semester.

Format: lecture/conference. Requirements: two 2- to 3-page papers each semester, each analyzing a college building or one or two original works of art from the collections of the Williams College Museum of Art and the Clark Art Institute; six short quizzes; participation in conference discussions; hour test; and a final exam.

ArtH 101-102 cannot be taken on a pass/fail basis; however, the course may be audited. Students who have audited ArtH 101-102 lectures on a registered basis may enroll in any Art History course at the 200 or 300 level. Both semesters of the course must be taken on a graded basis to receive credit for either semester. Open to first-year students.

Hour: 10:00-10:50 MWF, 12:00-12:50 MWF Conferences: See online directory First Semester: E. J. JOHNSON
9:00-9:50 MWF, 11:00-11:50 MWF Conferences: See online directory Second Semester: E. GRUDIN

ARTH 172 Asian Art Survey: From the Land of the Buddha to the World of the Geisha

*(Not offered 2005-2006; to be offered 2006-2007)**

(www.williams.edu/Registrar/catalog/depts/arth/arth172.html)

JANG

ARTH 200 Art of Mesoamerica (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/arth/arth200.html)

EDGERTON

ARTH 201(F) American Landscape History (Same as Environmental Studies 201)

This is a survey course stressing the description and historical geography of regional, vernacular American settings, with the goal of discerning a national style of spatial or landscape organization. Among the human-altered environments to be studied are: forestlands, rangelands, croplands, outdoor recreational sites, mines and quarries; small towns, milltowns, central business districts, and suburbs; power and utilities; housing, industry, commerce, and institutional uses such as the American college campus; water, road, and rail corridors as examples of circulation nets. Primary evidence will be visual.

One afternoon meeting each week provides discussion and field- or site-visit opportunities, and enables classmembers to obtain a first-hand familiarity with a rural-urban gradient of representative land uses and occupants of the Hoosic-Hudson watershed and Taconic upland region surrounding Williamstown, as well as experience with interviewing and field study methodologies.

Format: lecture/discussion. Requirements: four term paper installments on the documentation of an evolving landscape site or behavior, short class presentation on research, as its "landscape" or type comes up for class or lecture consideration, and an obligatory all-day field trip.

No prerequisites. *Open to first-year students.*

This course is conceived as an introduction to Arth/Environmental Studies 252, 305, 306, and 307.

Hour: 10:00-10:50 MWF

Field Session: 1-3:45 T, W

SATTERTHWAITE

ARTH 202(S) Reading the Renaissance: Interpreting Italian Renaissance Art and History

Many works of Renaissance art, such as Botticelli's *Birth of Venus*, Leonardo's *Mona Lisa*, and Michelangelo's *David*, are remarkably familiar to us. But even as they live in our cultural consciousness, we may perceive them as elevated and remote masterpieces of western culture, housed away in museums halfway around the world. Just what is it that makes these objects so admired and important? And what might we all have to gain, intellectually, by considering them? We will focus in depth on a series of individual works of art, learning and honing skills of observation, visual and contextual analysis, and written and oral expression. But we will also step back from the objects to explore and balance different approaches and points of view and to consider, more broadly, different issues that can factor into the very act of interpretation. The goal of the course is that students emerge from it with a rich understanding of the selected works in question, as well as a mindfulness of the ways in which the Renaissance period might inform our aesthetic perceptions and our critical understanding of the construction of the past.

Format: seminar. Evaluation will be based on several short writing assignments as well as group projects, presentations, and debates.

No prerequisites. *Enrollment limit: 16 (expected: 16). Preference to freshmen, then sophomores.*

This course satisfies the pre-1800 requirement.

This course is part of the Critical Reasoning and Analytical Skills initiative.

Hour: 1:10-2:25 TF

SOLUM

ARTH 203 Chicana/o Film and Video (Same as Latina/o Studies 203) (Not offered 2005-2006)*

(See under Latina/o Studies 203 for full description.)

ARTH 205(F) History of Photography

Although based on a set of distinct technical processes, since its disclosure to the world in 1839, photography's identity has remained contested. In this introduction to the history of photography from its earliest manifestations until the present, we will explore the specific physical and conceptual characteristics of the medium as well as the different and at times conflicting contexts in which photographers have lived and worked and in which their images have been used and have come to acquire meaning. We will begin with an introduction to some of the critical tools that have been used to analyze photographs. The rest of the class will be comprised of thematic sections that address different attributes and uses of the medium and

Art

will include substantial hands-on demonstrations of photographic processes. Through this organization, students will become familiar with the traditional history and practice of photography as well as more recent critiques that are indebted to larger theoretical concerns surrounding visual representation and cultural production. Since the course is designed with a studio component, students will have the opportunity to work within a lab as well as a classroom setting. Evaluation will be based on two short projects, a midterm, and a take home final exam.

Format: lecture/discussion. Requirements: class discussion, a midterm, a final, and two short papers.

No prerequisites. *Enrollment limit: 30.*

Hour: 2:35-3:50 MR

DUGANNE

ARTH 206(F) French Impressionism, the Later 1860s-1886

This course will survey the rise of a new style and ideology of painting (which embraced landscape, portraiture and genre painting) based in and around the city of Paris in the final years of the Second Empire. A loosely-affiliated assembly of young artists attained a group identity through a series of eight irregularly held exhibitions (between 1874 and 1886). This course will follow what was eventually dubbed "Impressionism" by a wise-cracking art critic through to the moment of the dissolution of the exhibiting society in 1886. The art historical literature on this very consequential "event" in the history of modernist painting is voluminous, diverse and contradictory. The goals of the course will hence be twofold: it will acquaint students with the rise and development of Impressionist art, and will at the same time survey the historiography of the movement, by looking at its interpretation in the art criticism of the 1870s through to the work of early 21st-century art historians. Impressionist art works in the collection of the Clark Art Institute will constitute our laboratory.

Format: lecture/discussion. Each member of the class will choose one of the artworks in the collection and write a (10-page) paper on it. There will also be regular class discussions of the assigned readings, and midterm and final exams. We will also endeavor to visit the collections of the Boston Museum of Fine Arts or the Metropolitan Museum of Art (New York City).

Prerequisites: Arth 101-102. *Enrollment limit: 40 (expected: 40). Preference given to Art History majors.*

Hour: 11:00-12:15 MWF

CLAYSON

ARTH 209T(F) The Works of Modernist and Contemporary Landscape Architects (W)

Successive ways nature and the city are understood have affected the field of landscape architecture, first distinguished as a profession, differing from landscape gardening, by Frederick Law Olmsted in the last quarter of the nineteenth century. The field's purview has considerably broadened, beyond attendant grounds or parks, to larger entities such as watersheds or regions or campuses, with their land use and circulation patterns and their "growth nodes." Today the remediation of "brownfields" and other urban detritus is an increasing source of commissions. Possibly no discipline has recently influenced landscape architecture as much as plant ecology, with the landscape profession's becoming a manifestation of "applied ecology." This tutorial course will ponder the work of such deliberate outdoor shapers as Swedish park and playground designers, a Brazilian's "painting" grounds with flowers, and a Canadian's re-creating indigenous vegetation (as in a permanent "work of art" outside the National Gallery of Art in Ottawa). Formalist, naturalistic, and other styles, or works, likely receiving our attention in the United States will include: a schema for shaping urban sprawl; Afro-American community planning in Oakland (as an example of "process"); the grassing-over of roofs at Ford's River Rouge plant; and the rehabilitation of abandoned sites like a former elevated rail spur in New York City—all these landscape compositions, or proposals, being the works of acclaimed "masters" or "rising" practitioners..

Requirements: Students will meet with the instructor in pairs for an hour each week; they will write a five-page paper every other week (five in all), and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills in viewing in our mind's eye, and articulating verbally, the complexities of sometimes extensive outdoor spaces and in interpreting these designs, as well as constructing arguments and responding to them, in both written and oral critiques. There will be an obligatory all-day field session to Boston (in the company of a current practitioner, Nancy Shapero '81).

No prerequisites. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

SATTERTHWAITE

ARTH 210(F) The Age of Caravaggio and Bernini

The art and architecture of seventeenth-century Italy is often described as dynamic, colorful, theatrical and extravagant. The works of Michelangelo Merisi da Caravaggio, and of Gianlorenzo Bernini certainly fit this description. Although his career spanned less than twenty years, Caravaggio's approach to painting influenced generations of artists both within and outside of Italy. Bernini, on the other hand, enjoyed a long career, and dominated the seventeenth-century as Michelangelo had dominated the 16th. This course will consider Caravaggio, Bernini, and a number of their contemporaries as practitioners of a style that responded to cultural, religious, social and intellectual forces. We will also discuss works by artists such as the Carracci, Pietro da Cortona, Borromini, and Poussin.

Format: lecture/discussion. Requirements will consist of four short papers, two exams during the term, plus a final exam (and, of course, participation in class and regular attendance). Students will be evaluated on the basis of papers and exams.

No prerequisites. *Enrollment limit 30. Preference given to art majors.*
Satisfies the pre-1800 requirement.
 Hour: 8:30-9:45 MWF

MCGRATH

ARTH 211(F) The Art of Renaissance Venice

This course will explore the nature and history of art in Venice by considering the most renowned Venetian painter of the sixteenth century, Titian, as well as a number of his contemporaries, and the cultural climate in which they worked. While particular emphasis will be given to painting, we will devote a good deal of time to architecture and sculpture as well. Artists to be covered include the Bellini, Giorgione, Veronese, Tintoretto, Jacopo Bassano, Palladio and Jacopo Sansovino.

Format: lecture/discussion. Requirements will consist of four short papers, two exams during the term, plus a final exam (and, of course, participation in class and regular attendance). Students will be evaluated on the basis of papers and exams.

No prerequisites. *Enrollment limit 30. Preference given to art majors.*
Satisfies the pre-1800 requirement.
 Hour: 11:00-12:15 MWF

MCGRATH

ARTH 212(S) Art of Modern and Contemporary China*

This course will examine major issues in the art world of twentieth century China, as the nation and its artists have struggled with the challenges of modernizing a traditional society. We will begin with the late nineteenth and early twentieth century, to examine two schools in which modern and traditional painting meet, the Shanghai and Lingnan schools. We will then focus on the modernity vs. tradition debates of the Republican period, in which partisans of wholesale Westernization and preservers of the National Essence contended. The discussion will then proceed to topics such as: China's Seduction by the West: Modern Chinese Oil Painting in the 1920s and 1930s; China Roars: The Rise and Fall of the Avant-Garde Woodcut Movement; Commercial Art and China's Modernization; The Victory of Socialist Realism: Oil Painting and the New Guohua, 1950-1965; Idol and Ideal: Art in the Cultural Revolution and Post-Mao Era; Re-opening to the West: The New Wave Movement, 1984-1989; The New Cosmopolitan Era: Art from 1990 to present. We will conclude with a look at some hot topics in the Chinese art world today, including art and technology, urban reconstruction, and art for the 2008 Olympics. Students will be encouraged to relate written work to the current Chinese art exhibition at the Williams College Museum of Art.

Format: lecture. Requirements: class discussion, two examinations, mid-term essay, and a 10- to 12- page term paper.

No enrollment limit.

Satisfies the non-western requirement.

Hour: 9:55-11:10 TR

ANDREWS

ARTH 213 Greek Art and Myth (Same as Classics 213) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arth/arth213.html)

MCGOWAN

ARTH 216 Body of Evidence: Greek Sculpture and the Human Figure (Same as Classics 216) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arth/arth216.html)

MCGOWAN

ARTH 220 The Mosque (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/arth/arth220.html)

H. EDWARDS

ARTH 221(F) The Gothic Revival

The Gothic Revival was once written off as a passing fad for pointed arches and pinnacles, but we now recognize it as one of the major cultural and social movements of the nineteenth century. During its years of greatest influence, it subjected every aspect of art, belief, society and labor to intense intellectual scrutiny, using the Middle Ages as a platform from which to judge the modern world. This lecture course will look at the Gothic Revival in Europe and America as a response to the industrial revolution and modernity. Students will prepare a semester-long research paper. Possible topics include ideas about the origin and the development of the Gothic; its political meaning; the literary background to the revival; new building types and new materials; the relationship of the Gothic to the decorative arts; and the doctrine of morality in architecture.

Format: lecture/discussion. Evaluation will be based on the research paper; oral presentations and class participation.

Prerequisites: Arth 101-102. *Enrollment limit: 40 (expected: 40). Preference to Art majors.*

Hour: 9:55-11:10 TR

M. LEWIS

ARTH 224(F) Romanesque and Gothic Art and Architecture: The Medieval Church in Context

The goal of this course is to survey the major works of ecclesiastical architecture, sculpture and stained glass produced in France between approximately 1050 and 1400. These works were not created in isolation from their surroundings; thus we will attempt to understand them not only stylistically, but also in their original functional, social, and sometimes even political settings. The course will emphasize the abbey church and the cathedral, the two major ecclesiastical buildings of this period, as heterogeneous

Art

entities that used architecture, sculpture, stained glass and other media, in conjunction with church ritual, to render their sacred spaces distinct from, and elevated above, the world outside. We will furthermore try to appreciate the special centrality of the abbey church and the cathedral in high medieval society. Sites for contact with God and for the development of advanced learning, they could also serve as critical determinants of local economic and political life, and as focuses of pilgrimage, trade, and international cultural exchange.

Requirements: midterm, final, three to four short papers.

No prerequisites. *Enrollment limit: 30.*

Satisfies the pre-1400 and pre-1800 requirements.

Hour: 1:10-2:25 MR

LOW

ARTH 232 The Visual Culture of Renaissance Rome (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arth/arth232.html)

SOLUM

ARTH 241 Dutch Art of the 1600s: Hals to Vermeer (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arth/arth241.html)

FILIPCZAK

ARTH 253(F) Art in the Age of the Revolution, 1760-1860 (Same as Women's and Gender Studies 253)

A social history beginning with art of the pre-Revolutionary period and ending with realism. Major topics include changing definitions of neoclassicism and romanticism, the impact of the revolutions of 1789, 1830, and 1848, the Napoleonic Empire, the shift from history painting to scenes of everyday life, landscape painting as an autonomous art form and attitudes toward race and sexuality. The course stresses French artists such as Greuze, Vigée-Lebrun, David, Ingres, Delacroix, Géricault, Corot, and Courbet, but also includes Goya, Constable, Turner, and Friedrich.

Format: lecture. Requirements: two quizzes, hour test, and final exam or research paper; a conference at the Clark Art Institute and a field trip to New York may also be required.

Prerequisites: Arth 101-102 or permission of instructor. *Enrollment limit: 30.*

Hour: 11:20-12:35 TR

OCKMAN

ARTH 254(S) Manet to Matisse (Same as Women's and Gender Studies 254)

A social history of French painting from 1860 to 1900, beginning with the origins of modernism in the work of Courbet and Manet. Among the topics to be discussed are the rebuilding of Paris under Napoleon III; changing attitudes toward city and country in Impressionist and Symbolist art; the impact of imperialism and international trade; the gendering of public spaces, and the prominent place of women in representations of modern life. The course addresses vanguard movements such as Impressionism and Post-Impressionism and the styles of individual artists associated with them, as well as the work of academic painters.

Format: lecture. Requirements: two quizzes, hour test, and final exam or research paper; a conference at the Clark Art Institute and field trip to The Metropolitan Museum and MOMA and/or The MFA in Boston may also be required.

Prerequisites: Arth 101-102. *Enrollment limit: 30.*

Hour: 9:55-11:10 TR

OCKMAN

ARTH 257 Architecture 1700-1900 (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arth/arth257.html)

M. LEWIS

ARTH 262(S) Architecture Since 1900

This course explores the major developments in Western architecture from 1900 to the present, including the relationship of modern architecture to contemporary developments in other artistic fields, particularly painting and sculpture, and the social concerns of modern architects. Concentration will be on major figures such as Wright, Gropius, Mies van der Rohe, Le Corbusier, Aalto, Kahn, Venturi, Gehry.

Format: lecture. Requirements: *Bi weekly quizzes* and a final exam.

Prerequisites: Arth 101-102. *Enrollment limit: 60.*

Hour: 11:20-12:35 TR

E. J. JOHNSON

ARTH 263 European Painting and Sculpture, 1900-1945 (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arth/arth263.html)

HAXTHAUSEN

ARTH 264(S) American Art and Architecture, 1600 to Present (Same as American Studies 264)

American art is often looked at as a provincial version of the real thing—i.e., European art—and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.

Requirements: three 5-page papers, midterm, final, and a field trip.
Prerequisites: Arth 101-102 or permission of instructor.
Hour: 8:30-9:45 TR

M. LEWIS

ARTH 265 Pop Art (Not offered 2005-2006; to be offered 2006-2007) (W)
(www.williams.edu/Registrar/catalog/depts/arth/arth265.html)

CHAVOYA

ARTH 266(F) Twentieth-Century Russian Art and the Birth of Abstraction (Same as Russian 208)

Such revolutionary artistic movements as Cubo-Futurism, Suprematism, and Constructivism profoundly influenced the development of twentieth-century art throughout the Western world—just as the 1917 Russian Revolution upset the world's political balance. This course will investigate Russian art within a cultural framework and explore the relationship between artistic production and politics. We will begin with a brief overview of important developments in Russian art that prefigured the twentieth-century artistic revolution: the introduction of icons from Byzantium, the founding of St. Petersburg and the rise of Western-style portraiture, and the fin-de-siecle movements that united painting with music and ballet. However, the focus of the course will be 1910-1930, when radical innovation was the order of the day and revolutionary ideas sparked entirely new conceptions of art. We will then look at the Socialist Realist style of the Stalin era, Soviet dissident art and Moscow conceptualism, ending the semester with an exploration of current trends in post-Soviet Russian art.

Requirements: active class participation, two 5- to 8-page papers, and a final 10-page paper or exam.

No prerequisites. *Enrollment limit: 16.*

Satisfies the non-Western requirement.

Hour: 2:35-3:50 MR

GOLDSTEIN

ARTH 267 Art in Germany: 1960 to the Present (Same as Arth 567) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arth/arth267.html)

HAXTHAUSEN

ARTH 268 Network Culture (Same as ArtS 212, INTR 242 and Religion 289) (Not offered 2005-2006; to be offered 2006-2007)

(See under Interdepartmental Program for Experimental and Cross-Disciplinary Studies for full description—INTR 242.)

Satisfies one semester of the Division II requirement.

ARTH 270(F) Japanese Art and Culture (Same as Japanese 270)*

This class will focus upon the history of Japanese art from its prehistoric beginnings up through Japan's pre-modern period (the 19th c.). We will study painting, sculpture, architecture, woodblock prints, and other decorative arts both chronologically and thematically. Special attention will be paid to the developments in artistic style and subject matter in the contexts of contemporary cultural phenomena. Through visual analysis students learn the aesthetic, religious, and political ideals and cultural meanings conveyed in the works of art.

Format: lecture. Evaluation will be based on five quizzes, two short essays, and class attendance.

No prerequisites. *Enrollment limit: 40.*

Satisfies the non-Western requirement.

Hour: 9:55-11:10 TR

JANG

ARTH 274 Chinese Calligraphy: Theory and Practice (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/arth/arth274.html)

JANG

ARTH 278(F) The Golden Road to Samarkand*

The region comprising present day Iran, Afghanistan, Central Asia, Pakistan and India has a rich and complex history. Home to Genghis Khan and Tamerlane, Akbar the Great and Shah Jahan, it has generated some of the most spectacular monuments (e.g. the Taj Mahal and the blue tiled mosques of Isfahan) and refined manuscript painting ever known. We will look at these art forms from the tenth to the twentieth centuries, highlighting the patronage of key dynasties, including the Timurids of Samarkand and the Mughals of India. An important issue throughout the course will be the impact that Islam has had on the artistic traditions of this region.

Format: lecture/discussion. Evaluation will be based on class participation, a short paper, a midterm and a final.

No prerequisites. *Enrollment limit: 20.*

Satisfies the non-Western requirement.

Hour: 1:10-2:25 TF

H. EDWARDS

ARTH 301(F) Methods of Art History

This course on art-historical method is designed to offer art history majors a historiographic overview of the discipline of art history, with a focus on developments of the present century. The course will survey the most influential concepts of the discipline, the evolving tasks it has set itself, and the methods it has adopted for executing them. Works of art will inevitably enter into our discussions, but the main objects of study

Art

will be texts about art, particularly texts about methods for a historical study of art. Topics include: concepts of the discipline; style and periodization; iconography, semiotics, and deconstruction; the social functions of images and the social history of art; gender and sexuality; and art history as representation.

Format: lecture/discussion. Requirements: six short papers, one presentation, and class participation.

Prerequisites: Arth 101-102. Arth 448 may be substituted for Arth 301 toward the major requirements. *Limited to Art History majors and required of them.*

Hour: 11:20-12:35 TR

HAXTHAUSEN

ARTH 310(S) American Agricultural History (Same as Environmental Studies 310)

An exploration, in seminar format, of the historical aspects of the production of food and fibre, concentrating on the North American experience but preceded by anthropological and other evidence from both the New and Old Worlds. The evolution of rural settlements; the development of forest, range, and crop land uses; the relationship of technology to rural societies; and the nurturing of rurality. Particular emphasis on the visual and spatial attributes of different agricultural regimes as well as their depiction in the visual arts.

Format: lecture/discussion. Evaluation will be based on two or more long papers, class presentation/discussion, designated note-taking, and participation in class.

No prerequisites, though Arth 201 recommended. *Enrollment limit: 20 (expected: 20). Preference to senior American Studies or Art majors.*

Hour: 11:20-12:35 TR

SATTERTHWAITE

ARTH 312(S) Distant Encounters: East Meets West in the Art of the European Middle

Ages

This lecture course investigates the rich artistic consequences—in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts—of European contact with the Eastern Mediterranean between approximately 300 and 1450 AD. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser “crusades.” Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. The course aims to survey artistic production within each of these different contexts of East-West encounter.

Format: lecture/discussion. Requirements: two to three short papers, midterm, and final exam.

No prerequisite, but previous coursework in medieval art helpful (Arth 101-102, 223, or 224). *Enrollment limit: 25 (expected: 20).*

Satisfies the pre-1400 and pre-1800 requirements.

Hour: 1:10-2:25 MR

LOW

SEMINARS

ARTH 308(S) Photography in Contemporary Art

Since its inception in 1839, claims for photography’s status as art have been made largely in terms of its imitation, extension, or rejection of painting. Beginning in the 1960s, this relationship changed as artists began to exploit photography’s conceptual, performative, and even sculptural properties. To come to terms with photography’s new position in the art world, the class will critically consider the role of photography in contemporary art making practices from the 1960s onwards. As part of our course discussions and readings, we will focus on artists who have used photography to examine issues surrounding the body, memory, the landscape, history, the nature of representation, and media culture, among others. As part of the class, we will also consider the extent to which developments in feminism, multiculturalism, and critical theory have influenced these investigations. Since the course is designed to coincide with an exhibition of contemporary photography at the Williams College Museum of Art, students will have the opportunity to work within a museum as well as a classroom setting.

Format: seminar. Evaluation will be based on a class presentation, two short papers that will be developed into a final research paper, and class participation.

Prerequisites: Arth 101-102 or permission of instructor. *Enrollment limit: 12 (expected: 12). Preference given to Art History majors.*

Hour: 1:10-3:50 T

DUGANNE

ARTH 363 The Holocaust Visualized (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arth/arth363.html)

E. GRUDIN

ARTH 365(S) Non-Fiction and Experimental Film

This course examines the evolution—from the Lumiere brothers in 1895—of non-fiction filmmaking by historical period and national school, with emphasis on the work of such masters as Flaherty, Ivens, Grierson, and Wiseman, and on such “schools” as the National Film Board of Canada. Special attention to the documentary mode, its relationship to still photography, the analysis of cinematic form, and the influence of anthropology, war, propaganda, and television upon the medium of film as an art form. Secondary con-

sideration of experimental, avant-garde, or independent film, especially the work of Canadian animators like Norman McLaren.

Format: screenings in addition to class meetings. Requirements: lectures, discussions, obligatory overnight field trip to Film Board in Montreal, oral reports, occasional formal exercises and essays.

No prerequisites, though Arth 201 recommended. *Enrollment limit: 20 (expected: 20). Preference to senior American Studies or Art majors.*

Hour: 1:10-3:50 W

SATTERTHWAITE

ARTH 374(F) In Pursuit of Clouds and Mists: Landscape Painting in Chinese Art*

In no other cultural tradition has landscape played a more important role in the arts than that of China. In China, nature imagery has long been read as a metaphor for the individual's values and beliefs. Some flowers and plants may symbolize moral values, and hermitages in the wilderness can suggest political protest. In the course of surveying the evolution of landscape in Chinese art, this undergraduate seminar will address several critical questions, including: Under what sorts of conditions does landscape arise as a genre? What kinds of issues have been addressed through the landscape genre? What sorts of social groups have supported the landscape genre and what sorts of values can be encoded, debated, or negotiated through the forms of landscape? An exhibition of Chinese landscape painting at WCMA will provide examples for the class. In addition, we shall read secondary sources on landscape painting in Western art so as to provide a basis for comparative discussion.

Format: lecture/discussion. Evaluation: short writing assignments, painting, group projects, quiz, oral presentation and class participation.

No prerequisites. *Enrollment limit: 16 (expected: 16).* Preference given to Art History majors.

This course satisfies the non-Western requirement.

Hour: 1:10-3:50 W

JANG

ARTH 376 Zen and Zen Art (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/arth/arth376.html)

JANG

ARTH 402 Monument/Antimonument: The Art of Memorial (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arth/arth402.html)

MCGOWAN

ARTH 405(S) Seminar in Architectural Criticism (W)

How does one judge a building? According to its structural efficiency or its aesthetic qualities? Its social responsibility—or just its pizzazz? Depending on the building, and the critic, any of these questions might be pertinent, or impertinent. This seminar explores architectural criticism, that curious genre between literature and architecture, and looks at its history, nature and function. We will read and discuss classic reviews by historical and contemporary critics as John Ruskin, Mariana van Rensselaer, Lewis Mumford, Ada Louise Huxtable and Herbert Muschamp. Insights gained from these discussions will be applied by students to writing their own reviews, which will likewise be discussed in class. Early assignments will concentrate on mechanics: how to describe a building vividly and accurately, how to balance description and interpretation judiciously, how to compare. Subsequent ones will be more synthetic, encouraging students to write bold, lively and critical essays. The ultimate goal is to develop a distinctive and effective voice, and to gain a better understanding of the nature of criticism in general.

Format: seminar. Requirements: Students will write and revise six papers (5-7 pages) during the semester. Prerequisites: Arth 101-102 and consent of instructor. *Enrollment limit: 11 (expected: 11). Preference given to Art History majors.*

Hour: 7:00-9:40 p.m. M

M. LEWIS

ARTH 412 Monsters and Narratives: Greek Architectural Sculpture (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arth/arth412.html)

MCGOWAN

ARTH 422(S) Making the Stones Speak: The Emergence and Development Of the Romanesque Sculpted Portal

Beginning around the year 1000, European Christendom experienced a great ecclesiastical building boom. According to a contemporary chronicler, "it was as if the whole earth, having cast off the old by shaking itself, were clothing itself everywhere in the white robe of the church." During the course of the eleventh century, the designers of these structures fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. This seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its greatest manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and physical contexts. What role did this imagery play in structuring the medieval visitor's overall experience of the church? And what did it mean to have this imagery carved into the very fabric of "God's temple"?

Format: seminar. Requirements: class discussion, class presentation, 15- to 20-page research paper.

Art

Prerequisites: Arth 101-102. Enrollment limit: 10. Preference given to Art majors.
Satisfies the pre-1400 and pre-1800 requirements.
Hour: 1:10-3:50 F

LOW

ARTH 448 Art about Art: 1400-2000 (Not offered 2005-2006; to be offered 2006-2007) (W)
(www.williams.edu/Registrar/catalog/depts/arth/arth448.html) FILIPCZAK

ARTH 449 The Meanings of Poses in Baroque Art (Not offered 2005-2006; to be offered 2006-2007)
(www.williams.edu/Registrar/catalog/depts/arth/arth449.html) FILIPCZAK

ARTH 451(F) Ideal Bodies: The Modern Nude and Its Dilemmas (Same as Women's and Gender Studies 451)

The nineteenth century is so dominated by the female nude that the very term "nude" has come to stand for the female body. And yet, the history of the nude during this period is not devoid of male bodies. How did the female body come to so dominate representations of the nude? And how did the increasing challenge to the ideal (i.e., Realism, photography, Impressionism) affect the credibility of the nude? Required readings include Kenneth Clark's classic study *The Nude: A Study in Ideal Form* (1956) and Lynda Nead's *The Female Nude: Art, Obscenity and Sexuality* (1992), with special attention to texts which show how the nude and the discourse of the ideal function to obscure social issues. We will explore the ways in which certain types of bodies have been defined in opposition to the white western ideal, and thereby exoticized or marginalized. Our prime focus is the work of David, Ingres, Géricault, Courbet, Manet, and Renoir but more popular nineteenth-century images as well as selected works by artists working today will be discussed.

Evaluation will be based on biweekly 1-page papers, short reports, an oral presentation and a 10- to 20-page paper.

Prerequisites: Arth 101-102. Enrollment limited to 12. Preference given to senior Art majors, Women's and Gender Studies majors and European History majors. Permission of instructor required.
Hour: 1:10-3:50 W OCKMAN

ARTH 470(S) American Orientalism, Then and Now*

"Orientalism," according to Edward Said, refers to asymmetrical relationships between "East" and "West" by which the latter represents and controls the former. This course is about the visual manifestations of those dynamics as they exist between the United States and the Islamic world during the period from 1870 to the present; during this period, America emerged on the world stage, consumer culture coalesced and the mechanical reproduction of images became a formative force in American visuality. With reference to painting, photography, film, advertising and fashion, we will explore the American Orientalism as it changes over time in response to social and political circumstance.

Students will be working with two exhibitions at WCMA and will be expected to produce a major term project.

Prerequisites: Arth 101-102. Enrollment limit: 12.
This course satisfies the non-Western requirement.
Hour: 1:10-3:50 R

H. EDWARDS

ARTH 472 Forbidden Images? (Not offered 2005-2006; to be offered 2006-2007)*
(www.williams.edu/Registrar/catalog/depts/arth/arth472.html) H. EDWARDS

ARTH 493(F)-W31, W31-494(S) Senior Thesis
(See general description of the Degree with Honors in Art, Art History Route.)

ARTH W33 Honors Independent Project

ARTH 497(F), 498(S) Independent Study

ART STUDIO COURSES

ARTS 100(F,S) Drawing I

The process of drawing develops a heightened awareness of the visual world. Your subjective experiences and your objective experiences combine to form a larger perceptual understanding of the environment in which you live. Drawing allows you an alternative use of these processes and provides a format for stating what you know about the world. Drawing is an excellent means for improving your skills in observing, seeing distinctions, and creating new meanings from your perceptions. This is an introductory course which will investigate the properties of making an image on the two-dimensional page. While drawing is an essential basis for much of the artmaking process, its use is not limited to artists. Design, illustration, engineering, and science are among the many fields which incorporate drawing.

There are three to five sections of Arts 100 offered each semester. Although individual faculty members teaching beginning drawing do not follow a common syllabus, they share common goals. Syllabi for each section are available from the secretary's office in the W. L. S. Spencer Art Building.

Evaluation will be based primarily on the quality and quantity of work produced as well as some attention to the student's progress. Lab fee.

Art

No prerequisites. *Enrollment limit: 20. Preference given to Art majors and first-year students. This course cannot be taken on a pass/fail basis.*

Hour: 10:00-12:15 MW, 1:10-3:50 MR, 9:00-11:10 TR, 1:10-3:50 TR

First Semester: JACKSON, GLIER, EPPING, JUAREZ

7:00-9:40 p.m. M and 9:55-11:10 F, 9:00-11:10 TR, 10:00-12:15 MW, 1:10-3:50 TR

Second Semester: LEVIN, EPPING, PODMORE, JUAREZ

ARTS 206 Feminist Art Practices (Same as Women's and Gender Studies 206) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arts/arts206.html)

DIGGS

ARTS 212 Network Culture (Same as Arth 268, INTR 242 and Religion 289) (Not offered 2005-2006; to be offered 2006-2007)

(See under Interdepartmental Program for Experimental and Cross-Disciplinary Studies for full description—INTR 242.)

Satisfies one semester of the Division II requirement. Does not fulfill the requirement for Studio Art.

ARTS 220(S) Architectural Design I

Instruction in design with an introduction to architectural theory. Five simple design problems will explore form and meaning in architecture. Each problem will require drawings/model and will be critiqued in a class review with outside critics.

Evaluation will be based on quality of design, with improvement taken into account. Lab fee.

Prerequisites: ArtS 100; Arth 101-102 strongly suggested. *Enrollment is limited; permission of instructor is required. Registration does not guarantee admission to the course.*

Hour: 1:10-3:50 F

B. BENEDICT

ARTS 230(F,S) Drawing II

This drawing course will continue to investigate the techniques, principles of organization, and ideas which were introduced in the Drawing I course. Having become more familiar with the drawing process, students will be encouraged, through selected problems, to expand and challenge the conventions of markmaking. As with any discipline, familiarity with the rules allows the users to seek alternatives and develop definitions of how the drawing process can best be suited to their own visual vocabulary. The range of exercises could include traditional materials on paper as well as combinations of materials more commonly associated with non-art disciplines, i.e., computers, industrial materials, literature, etc.

Evaluation will be based on evidence of each student's progress, as shown in a portfolio of drawings made in class and as homework. Attendance and participation in class discussions are also considered as part of the course evaluation. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 20.*

Hour: 1:10-3:50 TR

1:10-3:50 MR

First Semester: EPPING

Second Semester: GLIER

ARTS 241(F,S) Painting

In this course we will begin to explore the options that painting with acrylics has to offer. The class will be focused on developing necessary technical skills, such as the manipulation of color, value, surface, and texture. We will also begin to consider issues of content and representation by looking at a diverse range of paintings, both in the museums that we have on campus as well as in regular slide presentations.

Evaluation will be based on fulfillment of assignment objectives, technical execution/craftsmanship, conceptual and physical investment of time, participation in critiques, and attendance. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 15.*

Hour: 9:55-12:00 TR

JUAREZ

ARTS 255 Photographic Time and Space (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arts/arts255.html)

LALEIAN

ARTS 256 Fabricated and Manipulated Photography (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arts/arts256.html)

LALEIAN

ARTS 263 Printmaking: Intaglio and Relief (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arts/arts263.html)

TAKENAGA

ARTS 264 Printmaking: Lithography (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arth/arth264.html)

TAKENAGA

ARTS 266(F) Low Tech Printmaking

This course will cover a variety of easy techniques to make multiple images, including xeroxing, linoleum-cuts, stenciling, cardboard plates, rubber stamping, and monotyping. Students will be encouraged to hand-color or add to many of the prints, incorporating drawing, painting, photography, bookmaking and collage. With less emphasis on complicated techniques, the focus of the course will be more upon form and content, investigating how the reproduction and serial nature of printmaking has an impact upon artmaking. There will be a minimum of five assignments during the semester and students are

Art

expected to work substantial hours outside of class.

Evaluation will be based on the terms of the quality of the finished work and upon attendance in class and participation in critiques. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 12.*

Hour: 10:00-12:50 W

TAKENAGA

ARTS 275(F) Sculpture: Cardboard and Wood Plus

This course is an introduction to the media and processes of sculpture. The focus will be on the interplay of form, concept, and material. A variety of materials will be explored, particularly cardboard and wood. There will be an emphasis on learning the techniques and processes of woodworking as they relate to sculpture. This course is based on a series of sculpture projects which will have you investigating both the formal and the conceptual aspects involved in creating personal statements in a visual format. A substantial amount of time outside of class is necessary to complete these projects.

Evaluation will be based on the quality of work produced, depth and quality of investigative process, participation in critiques, and attendance. Lab fee.

Prerequisites: ArtS 100 or ArtS 103. *Enrollment limit: 12.*

Hour: 1:10-3:50 MW

PODMORE

ARTS 276(S) Sculpture: Metal and Plaster Plus

This course is an introduction to the media and processes of sculpture. The focus will be on the interplay of form, concept, and material. A variety of materials will be explored; however, the emphasis will be on techniques and processes associated with metal and plaster and how they relate to sculpture. Metal techniques will include gas welding, arc welding, and MIG welding. Plaster processes will include modeling and casting. This course is based on a series of sculpture projects which will investigate both the formal and the conceptual aspects involved in creating personal statements in a visual format. A substantial amount of time outside class is necessary to complete these projects.

Evaluation will be based on the quality of work produced, depth and quality of investigative process, participation in critiques, and attendance. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 12.*

Hour: 1:10-3:50 MW

PODMORE

ARTS 284 Dance for the Camera (Same as Theatre 334) (Not offered 2005-2006; to be offered 2006-2007)

(See under Theatre for full description.)

This course does not satisfy Art major requirements.

ARTS 288(F,S) Video

Video is an introduction to the moving image as a fine arts medium. The course will involve hands-on production as well as contemporary screenings and readings that demonstrate elements of the medium. The course will look specifically at performance, sound, exhibition context, documentary, high and low production values, appropriation, writing, and analysis. The course will introduce shooting and editing skills, including preproduction skills such as storyboarding and scripting, production skills such as directing, shot composition, lighting, and sound recording, and postproduction editing skills in a range of styles. Evaluation will be based on the technical and conceptual strength of the tapes, with consideration given to individual development. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 10.*

Hour: 1:10-3:50 T

L. JOHNSON

ARTS 306(S) Practicing Feminism: A Study of Political Activism (Same as Political Science 306 and Women's and Gender Studies 306)

(See under Political Science for full description.)

ARTS 310T(S) Appearance/Disappearance

Appearance and disappearance are conditions that intuitively and intellectually link a subject to its surrounding environment. We are made aware of things appearing (or disappearing) by the degrees and kinds of contrasts exhibited by the subject (ideas or objects) in relation to its ground (ephemeral or material). The particular array of relationships between subject and ground constructs diverse kinds of evidence. From medical research in the imaging processes of the internal body to the forensic cues offered by the "black box" in-flight recording; from the military use of camouflage to the video taped "appearances" of Osama bin Laden; from the inability of an eating disorder patient to recognize a self image to the masquerades we willingly wear-appearance and disappearance have governed the evidences of our actions, beliefs and identities.

This image-based studio examination of the subject will look at material that has been shaped by its link with our central theme. Each of five studio projects will successively build a cumulative view of how appearance and/or disappearance might shift a viewer's ability to render any point of view. While work in a variety of media will be encouraged, most of the studio exercises will be two-dimensional or low-relief in their final presentation.

Format: tutorial. Evaluation will be on the basis of the technical and conceptual strengths of the portfolio, the weekly paired-student format and full class studio discussions, and regular written analysis of work

produced during this term. Lab fee.

Prerequisites: any one of the following: ArtS 230, 241, 242, 257, 263, or 264. *Enrollment limit 12 (expected 12). Preference given to Art majors.*

Tutorial meetings to be arranged.

EPPING

ARTS 311(S) Art and Justice (Same as INTR 307 and Political Science 337) (W)

(See under IPECS—INTR 307 for full description.)

ARTS 313T Art of the Public (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arts/arts313.html)

DIGGS

ARTS 317T The Miniature (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arts/arts317.html)

LEVIN

ARTS 319(F) Junior Seminar

Junior seminar is an in-depth exploration of contemporary theory, history, and criticism as it relates to art-making practice. Students will be required to read historical and critical writings, study work of contemporary artists, present materials on contemporary artists, and to make three projects that grow out of issues raised by the course.

Evaluation will be based on short writing assignments, studio projects, and class participation. Lab fee.

Enrollment is limited to Studio Art majors.

Hour: 9:55-12:35 W

L. JOHNSON

ARTS 329(F) Architectural Design II

A continuation and expansion of ideas and skills learned in Architectural Design I. There will be four to six design projects requiring drawings and models, each of which will emphasize particular aspects of architectural theory and design. Visiting critics will discuss student work. The course is useful for students thinking of applying to graduate school in architecture.

Evaluation will be based on quality of designs during the term. Lab fee.

Prerequisites: ArtS 220; ArtH 262 highly recommended.

Hour: 1:10-3:50 F

MCCALLUM

ARTS 364T(F) Artists' Books

This course will investigate the processes and ideas associated with the making of artists' books, works that are fine art objects primarily using visual images and/or text. For example, individual projects could include literary text/visual image combinations, visual diaries, three-dimensional pop-up books, solely visual narratives, autobiographies, animated "flip" books, or sculptural books. Limited-editioned as well as one-of-a-kind work will be encouraged. Media options include etching, lithography, relief printing, hand painting, drawing, some photo processes and bookbinding techniques (from boxes to hard binding). As a tutorial, this course is designed to meet individual needs, stress student participation and responsibility for learning, and to examine differing points of view. Students will meet in groups of two for discussion and critique of individual projects in the tutorial format: i.e., students are expected to give a half-hour presentation weekly regarding their projects and selected readings, and to respond to criticism and questions by the peer student and the instructor. Students will also meet once a week as a group for demonstrations, slide presentations, meetings with visiting artists, and discussion of readings.

Evaluation will be based on student participation and conceptual and technical quality of the work. There will be *one* required field trip during the semester. Lab fee.

Prerequisites: any one of the following: ArtS 230, 241, 242, 257, 263, or 264.

Hour: 9:55-12:35 T

TAKENAGA

ARTS 371T Addressing Identity—The Non-Traditional Figure (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/arts/arts371.html)

PODMORE

ARTS 380T(S) Between Art and Cinema

This tutorial will engage visual, kinesthetic, and narrative issues that emerge from new hybrid forms of contemporary art and cinema. Students will look at recent cinema and gallery-based video installation, and will read criticism that considers relationships among architecture, landscape, the pictured body, the body of the viewer, and the phenomenology of the moving image. Some of the topics to be considered will draw on recent scholarship about traditional cinematic forms: how can the picturing of space and motion produce feeling? How do the face and the gesture of the body register emotion? How does language relate to these visual and kinesthetic properties of the moving image? How does cinema use these elements in the service of storytelling and story structure? Other topics will pertain specifically to the ways in which contemporary installation art has brought these questions of space, motion, and narrative away from the forms and architectures of traditional cinema: How do contemporary video practices relate to histories of cinema, sculpture, and theater?

Format: tutorial. Each week, one student in each tutorial pair will produce a short work that responds to a particular assignment related to that week's screening and reading. Students will each realize five video projects, both in traditional single-screen formats and in multiple-screen installation formats. The class will

Art

also meet as a group for two critique sessions. Lab fee.

Enrollment limit: 10 (expected: 10).

Hour: 1:10-3:50 W

L. JOHNSON

ARTS 418(S) Senior Seminar

The primary emphasis of the senior tutorial is on strengthening the student's skill and sensitivity in using critical analysis for the creation of visual objects and/or events. At the beginning of the term, studio art majors, in consultation with the tutor, will determine the individual projects that will serve as the focus of their work for the semester. During the course, students are expected to refine their creative directions in a coherent and structured body of work which will be exhibited at the Williams College Museum of Art. Students are responsible for buying their own materials. Lab fee.

Prerequisites: completion of *all* other studio courses required for the art studio route. *Enrollment limit: 24. Senior Art majors who wish to pursue a more structured course are encouraged to take a second 300-level tutorial instead of 418.*

Hour: 1:10-3:50 MR

JACKSON

ARTS 497(F), 498(S) Independent Study

With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.

Prerequisites: no student will be accepted into an independent study project unless he/she has completed two 200-level ArtS courses and one 300-level ArtS tutorial. *Permission of instructor is required.*

GRADUATE COURSES IN ART HISTORY

Requirements for the Degree of Master of Arts in Art History

The degree is normally awarded upon successful completion of two years of resident graduate study. To earn the degree the student must earn a grade of at least B- in each of ten courses, at least six of which must be graduate seminars (including ArtH 504). There is a geographical/chronological distribution requirement that these ten courses must fulfill (details available from the Graduate Program Office.) In connection with the preparation of a paper for the Graduate Symposium, students will register for an eleventh course (ArtH 509), to be graded pass/fail, in their fourth semester.

In addition to completing the required courses, students must participate in a group study trip to Europe during winter study period in the first year, complete a Qualifying Paper in January of the second year, and satisfy the language requirement in the manner described below (see "Language Courses").

Senior art majors may enroll in graduate seminars, space permitting, with the permission of instructor.

ARTH 503(S) Studies in Decorative Arts, Material Culture, Design History, 1700-2000

The course will explore the methods, goals, and theoretical framework in which three-dimensional, functional objects have been and are interpreted. Class discussion will include distinction between "fine arts," "decorative arts," and "design"; role and limitation of connoisseurship; the current relationship of object study to aesthetics, social history, history of technology, anthropology, sociology, gender and ethnic studies; the effect of the market on history and scholarship; and current theories on the role of objects in human life.

Requirements: students will be responsible for leading class discussions of selected readings, one 20-page paper, two 3-page papers and an oral presentation on the main research topic. *Enrollment limit: 10.*

Hour: 2:30-5:10 T

CONFORTI

ARTH 504(F) Methods of Art History and Criticism

This is a seminar in the intellectual history of the history of art, with some concentration on the ways in which this disciplinary tradition has been challenged by recent critical theory. It will begin its study with the "founders" of the field and end with issues and problems that generated the "new art history" twenty years ago and "visual studies" in the last decade. Topics to be covered include: style, iconography/iconology, semiotics, identity politics, formalism, deconstruction, phenomenology, psychoanalysis, feminism, Marxism, and gender studies. Resident Clark Fellows will occasionally talk to us on perspectives of their choice. Each student will write one short mid-term paper and a longer concluding essay, as well as present a couple of the readings to the class. Limited to and required of first-year students in the Graduate Program in the History of Art.

Hour: 1:10-3:50 T

HOLLY

ARTH 506(F) The Print: History, Theory, and Practice

Centered around the Clark Art Institute's print collection, this seminar will introduce its participants to the study of European prints with an emphasis on woodcut, engraving, and etching during the 15th-17th centuries. We will review the various methods of printmaking as well as the primary elements of print connoisseurship. Through a series of close readings of historical texts, we will explore aspects of artistic practice, theory, and collecting.

Requirements: each participant will lead discussions of several reading assignments, in addition to a final presentation and term paper. *Enrollment limit: 11. Preference given to second-year students in the Graduate Program in the History of Art.*

Hour: 6:00-8:40 p.m. R

GANZ

ARTH 508(S) Art and Conservation: An Inquiry into History, Methods, and Materials

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Class format will include slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions. Sessions will be held at the Williamstown Art Conservation Center, Williams College, Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations.

Six exams will be given. Exams scores will be weighed in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 25% of the final grade). There is no overall final exam. Some exams may be designated "open book"; however, all work should be a student's individual effort.

Enrollment limit: 12. Does not satisfy the undergraduate seminar requirement.

Hour: 6:30-8:30 p.m. TR

Staff of Williamstown Art Conservation Center

ARTH 509(S) Graduate Student Symposium

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the Graduate Program's annual spring symposium. Working closely with a student/faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

Requirements: each student is required to present three dry runs and a final oral presentation at the symposium.

Prerequisites: successful completion and acceptance of the Qualifying Paper.

Hour: TBA

HAXTHAUSEN

ARTH 521 Picturing God in the Middle Ages (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/arth/arth521.html)

LOW

ARTH 531(F) Renaissance Linear Perspective: How one Small, now Lost Fifteenth-century Painting Changed not only the Way We in the West Draw Pictures, but even the Way We See the Phenomenal World

Why was it that linear perspective was first, and only conceived in Western Europe? How and why did it transform Western Art; and what were its unintended consequences for Western science? This seminar will examine the rationale behind Florentine engineer and architect Filippo Brunelleschi's original perspective demonstration in 1425; how he constructed his first picture of the Florentine Baptistery, and who were the earliest artists to apply his new geometric rules to their paintings and sculptures. We will then investigate how Brunelleschi's perspective began to appeal to mathematicians and natural philosophers, eventually making it possible for Galileo Galilei to recognize through his telescope for the first time ever, the mountains and craters of the moon.

Required of each student: at least two oral presentations in class, plus a single term paper due at the end of term.

Enrollment limit: 12.

Hour: 1:10-3:50 R

EDGERTON

ARTH 532 Italian Renaissance Theater (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/arth/arth532.html)

E. J. JOHNSON

ARTH 542 Jacques-Louis David: Art and Revolution (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/arth/arth542.html)

RAND

ARTH 548(S) Art about Art: 1400-2000

This thematic seminar will focus on depictions through which artists referred to their own profession and its products. Images to be discussed include legends of the origin of art, self-portraits and other portraits of artists, scenes of contemporary and historical artists in their studios, as well as finished art on display. While tracking the major changes in imagery from the end of the Middle Ages through the twentieth century (with some reference to earlier developments) we will analyze specific images, comparing their implications with both the social conditions and the theoretical positions then current. Requirements: two 9- to 10-page papers, one 3-page paper and an oral presentation on the main research topic.

Enrollment limit: 15.

Hour: 1:10-3:50 R

FILIPCZAK

ARTH 551(F) Winslow Homer

In this seminar we will explore the life and art of Winslow Homer. Paintings, prints, watercolors, and photographs in the collection of the Clark Art Institute—which will largely be on view for most of the fall—will focus our discussions and provide the basis for understanding Homer's art-making and his place within the art-culture of his day. A consideration of his subjects will necessarily intersect with many of the

Art

nation's most pressing issues during his era: the Civil War and Reconstruction; the rise of middle-class leisure; the relation of man to the environment.

Students' responsibilities will include class discussion, two short papers, an oral presentation (and response to someone else's), and a final research paper.

Enrollment limit: 10. Preference given to graduate students in the history of art.

Hour: 1:10-3:50 M

SIMPSON

ARTH 553 Thomas Eakins (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/arth/arth553.html)

SIMPSON

ARTH 554(F) Critical Texts in Art and Urban Modernity, 1800-1900

The publication of *The Nineteenth-Century Visual Culture Reader*, Vanessa R. Schwartz and Jeannene M. Przyblyski (eds.), in 2004 enables and inspires this seminar: a (re)visitation of the critical primary and secondary texts which are (apparently) vital to the interpretation of nineteenth-century urban art—painting, printmaking and photography—especially (but not exclusively) in Paris. The goal of the class will be to analyze the relationship and links between practices of visual modernism and theories of urban modernity; technological modernity will be a leitmotiv. The touchstone primary texts will be the apposite writings of Charles Baudelaire, Karl Marx, Sigmund Freud, Georg Simmel, Siegfried Kracauer and Walter Benjamin. Secondary texts will include the work of Jonathan Crary, Wolfgang Schivelbusch, T.J. Clark, Pierre Nora, Sharon Marcus, Debora Silverman and others. Close reading and lively (well-informed) participation in weekly discussions will be the spines of the course. In her/his final paper (about 15 pages in length), each seminar member will test the analytical force of the writings of one or more scholars by using them to read a corpus of nineteenth-century urban art works, to which they have not been applied hitherto.

Enrollment limit: 12.

Hour: 2:30-5:10 W

CLAYSON

ARTH 557 James McNeill Whistler (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/arth/arth557.html)

SIMPSON

ARTH 559 Romanticism: Visual Art and Culture in Europe, 1780-1848 (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/arth/arth559.html)

LEDBURY

ARTH 561 Ambiguous Icons: Problems of Meaning in Twentieth-Century Imagery (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/arth/arth561.html)

HAXTHAUSEN

ARTH 564 Art in the Weimar Republic (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/arth/arth564.html)

HAXTHAUSEN

ARTH 566(F) Moving Pictures: American Art and Early Film, 1880-1910

In conjunction with the exhibition of the same name, this course will explore the many facets of "moving pictures" in late nineteenth and early twentieth-century American art. We will concentrate on the illusion of movement in the still arts (painting, drawing, prints, etc. of the Impressionist and Ashcan eras), the art and science interface of chronophotography (highlighting Muybridge, Marey, and Demeny), and the early films of Edison, the Lumières, and other pioneering filmmakers and their artistic context. Theories of perception, social and science history, and contemporary literature will provide a broader lens through which we will take a new look at the art and film history of this period. In addition to the analysis of readings, and a short and long paper, we will practice some rudimentary filmmaking to understand its artistic process.

Enrollment limit: 10.

Hour: 1:10-3:50 F

MATHEWS

ARTH 567 Art in Germany: 1960 to the Present (Same as Arth 267) (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/arth/arth567.html)

HAXTHAUSEN

ARTH 568 Cubism and Its Interpretations (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/arth/arth568.html)

HAXTHAUSEN

ARTH 569(S) Film as Art: Cinema in the Weimar Republic

This seminar will explore the effort, in Weimar writing on film and film production itself, to raise the status of cinema from a low-brow mass entertainment medium to a visual art form worthy to stand alongside traditional painting. As Rudolf Arnheim argued in *Film als Kunst* (1931), "in film one continues to work with the means and devices of traditional art, [and] one can speak just as seriously about Charlie Chaplin, Greta Garbo, editing, and panning as one does about Titian, Cézanne, Baroque and pleinairism." The seminar will focus precisely on this constitution of film as a primarily visual medium, in which, to paraphrase Arnheim again, the most profound spiritual content is conveyed by light, framing, physiognomy, and editing rather than by the word or the story line, which, it was conceded, often approached kitsch. Topics will include: "Expressionism" in film, the return of physiognomy, set design, the transition from silent film to sound film. During the first half of the semester there will be weekly readings in both German and English, hence a good reading knowledge of German is a prerequisite for enrollment.

Requirements: students will be responsible for leading class discussion of selected readings, an oral report, to be presented in revised, written form at semester's end, and a 10-minute critical commentary on another student's oral report. *Enrollment limit: 10.*

Hour: 1:10-3:50 F

HAXTHAUSEN

ARTH 573 Images and Anti-images: Zen Art in China and Japan (*Not offered 2005-2006; to be offered 2006-2007*)*

(www.williams.edu/Registrar/catalog/depts/arth/arth573.html)

JANG

ARTH 575(S) Readings and Research Issues in Modern and Contemporary Chinese Art

This course will explore in depth primary and secondary writings on the art of modern and contemporary China, both critical and art historical. We will examine the viewpoints, purposes, and agendas of writers and artists who have constructed the history of modern Chinese art. We will conclude with a brief consideration of the construction of the field of art history in twentieth century China. Students in this seminar are urged to concurrently enroll in Modern and Chinese Art. Requirements: reading reviews, class discussion, and a research paper. Research topics related to the current Chinese art exhibition at the Williams College Museum of Art are strongly encouraged. *Enrollment limit: 12.*

Hour: 2:30-5:10 W

ANDREWS

ARTH 595(F), 596(S) Private Tutorial

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Director of the Graduate Program.

ARTH 597(F), 598(S) Undergraduate Courses Taken for Graduate Credit

LANGUAGE COURSES

Reading proficiency in two European languages is required for the M.A. degree in Art History at Williams, and provision for attainment of this qualification is an integral part of the program of study. Of these two, German is *required*, and French is recommended. Elementary and intermediate undergraduate courses offered by the language departments are open to graduate students, and the graduate program offers advanced, one-semester courses in French and German art-history readings. A student who begins elementary language study after enrollment in the program should expect to take a sequence of courses. Details may be obtained from the Graduate Program office. Entering students with some previous language background will be asked to take a standard reading examination for purposes of placement. Students should aim to complete all language work no later than the end of the third semester.

To satisfy the requirement in each of the two required languages, a student must: (a) score 700 or better on the SAT II reading examination upon enrollment in the program or, (b) complete punctually and satisfactorily (B- or better) all assignments and tests in the advanced courses. The same standards and expectations apply to language courses as to other courses and seminars.

Second-year students who have successfully completed German 511-512 and have independently developed their German language skills during the summer may, before the commencement of their third semester of study, arrange to take a two-hour translation examination administered by the Graduate Program. Students who pass the examination are exempted from German 513.

If appropriate to his or her course of study, a student may petition to substitute another language for French. Instruction in Italian, Spanish, Russian, Latin, and Greek is regularly offered in the undergraduate curriculum, whereas independent arrangements must be made for Dutch and other languages.

GERM 511(F)-512(S) Reading German for Beginners (Same as German 111(F)-112(S))

This course is for students who have had no previous study of German.

GERM 513(F) Readings in German Art History and Criticism

Texts are selected from characteristic works of art history and criticism and from the specialized literature required in concurrent seminars.

Prerequisites: German 511-512 with a final grade of B- or above, or appropriate score on SAT II exam upon matriculation.

RLFR 511(F) Intensive Grammar and Translation

An intensive grammar course for students interested either in developing or in improving their basic reading skills in French. Emphasis will be on a general review of grammar and sentence structure as well as on developing a wide range of vocabulary centered around art history.

RLFR 512(S) Readings in French Art History and Criticism

An advanced translation course specializing in art history. Texts will be selected from fundamental works of art history and criticism and from the specialized literature required in concurrent art seminars in the Graduate Program in Art History.

ASIAN STUDIES (Div. I & II, *see explanation below*)

Chair, Professor CORNELIUS C. KUBLER

Professors: KUBLER, YAMADA. Associate Professors: KAGAYA, YAMAMOTO. Assistant Professors: C. BOLTON, C. CHANG, NUGENT, YU. *Adjunct Faculty for the Major*: Professors: CRANE, DREYFUS**, JUST, WONG. Associate Professors: JANG***, W. A. SHEPPARD. Assistant Professors: DE BRAUW***, MARUKO, A. REINHARDT. *Visiting Assistant Professor*: R. FOX. *Lecturer*: HSU. *Language Fellows*: FANG, HOSAKA, MARKOVIC, YEH.

The Department of Asian Studies offers courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Japan, and other Asian countries. Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair. *Please note: Courses with ASST prefix carry Division II credit and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.*

THE MAJOR

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

- 1) Asian Studies 201, or, with permission of the Chair, students may select a substitute from the following courses:
 - Religion 236 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow
 - Religion 241 Hinduism: Construction of a Tradition
 - Religion 242 Buddhism: Concepts and Practices
- 2) four semesters of Chinese or Japanese language

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese. The requirements for each of these tracks are indicated below:

3A) Asian Studies Major

- a. a three-course qualification in one of the disciplines represented within Asian Studies (anthropology/sociology, art history, economics, history, linguistics, literature, music, political science, religion). The qualification, to be determined through consultation between students and their advisor, normally includes an introductory course, a more advanced methodological or comparative course, and a course on Asia.
- b. three approved electives, which may include further language work

3B) Chinese Major

- a. four additional semesters of Chinese language
- b. Chinese 412 Introduction to Classical Chinese
- c. one course in Chinese literature in translation

3C) Japanese Major

- a. four additional semesters of Japanese language
- b. one course in Japanese literature in translation
- c. one elective on Japan

Electives

Arth 172 Asian Art Survey: From the Land of the Buddha to the World of the Geisha
Arth 270 Japanese Art and Culture
Arth 274 Chinese Calligraphy: Theory and Practice
Arth 376 Image and Anti-images: Zen Art in China and Japan
Asian Studies/Anthropology 233/Religion 249 Spiritual Crossroads: Religious Life in Southeast Asia
Chinese 131 Basic Cantonese
Chinese 152 Basic Taiwanese
Chinese 412 Introduction to Classical Chinese
Chinese/Linguistics 431 Introduction to Chinese Linguistics
Economics 207 China's Economic Transformation Since 1980
Economics 366 Rural Economies of East Asia
Economics 387 Economic Transition in East Asia
History 118 "Ten Years of Madness": The Chinese Cultural Revolution
History 212 Transforming the "Middle Kingdom": China, 2000 BCE-1600

History 213 Modern China, 1600-Present
History/Women's and Gender Studies 319 Gender and the Family in Chinese History
History 384 Comparative Asian-American History, 1850-1965
History 385 Contemporary Issues in Recent Asian-American History, 1965-Present
Music 126 Musics of Asia
Political Science 247 Political Power in Contemporary China
Political Science 265 The International Politics of East Asia
Political Science 341 The Politics of the Global Economy: Wealth and Power in East Asia
Religion 241 Hinduism: Construction of a Tradition
Religion 242 Buddhism: Concepts and Practices
Religion 245 Tibetan Civilization
Religion 304/Comparative Literature 344 From Hermeneutics to Post-Coloniality

STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams sponsors study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas can count toward graduation, and up to four courses taken overseas may be counted toward the major.

THE DEGREE WITH HONORS

Students interested in writing an honors thesis in Asian Studies, Chinese, or Japanese should submit a proposal to the department chair when they register for courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for ASST 493-W31-494, CHIN 493-W31-494, or JAPN 493-W31-494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of *Honors*, *Highest Honors*, or no honors will be determined by the quality of the thesis and the student's performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

COURSES IN ASIAN STUDIES (Div. II)

ASST 201(F) Asia and the World (Same as International Studies 101 and Political Science 100)*

(See under Political Science for full description.)

Satisfies one semester of the Division II distribution requirement.

ASST 207(S) China's Economic Transformation Since 1980 (Same as Economics 207)*

(See under Economics for full description.)

Satisfies one semester of the Division II distribution requirement.

ASST 233(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as Anthropology 233 and Religion 249)*

(See under Anthropology for full description.)

Satisfies one semester of the Division II distribution requirement.

ASST 493(F)-W31-494(S) Senior Thesis*

Satisfies one semester of the Division II distribution requirement.

ASST 497(F), 498(S) Independent Study*

Satisfies one semester of the Division II distribution requirement.

COURSES IN CHINESE (Div. I)

The department regularly offers four levels of instruction in Modern Standard Chinese (Mandarin), designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing, as well as introductory courses in Cantonese, Taiwanese, Classical Chinese, and Chinese linguistics. The course numbering system for Chinese is sequential. Students move from Chinese 101-102 to 201, 202, 301, 302, 401, and 402. Independent study (Chinese 497, 498) may be offered depending on student needs and available resources; interested students must contact the Coordinator of the Chinese Program one se-

Asian Studies

mester in advance and present a proposal to the Coordinator or the professor with whom they wish to study by the first day of pre-registration week. Those students entering with proficiency in Chinese should see the Coordinator concerning placement.

The department also offers courses in English on Chinese literature and culture in translation for students who wish to become acquainted with the major achievements in Chinese literary, intellectual and cultural history. For the purpose of the distribution requirement, all courses in Chinese are considered Division I.

CHIN 101(F)-W88-102(S) Basic Chinese*

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the official language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the traditional and the simplified script at about the 500-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

Format of spoken classes: dialog performance, drills, communicative exercises. Format of written classes: oral reading, questions and discussion in Chinese, translation and explanation in English. Evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam.

No prerequisites. *No Enrollment limit (expected: 10)*. This is a rigorous, semi-intensive introduction to listening, speaking, reading, and writing. Students desiring a less demanding course in spoken Chinese only should register for Chinese 111-112. Students who have taken Chinese 111-112 or who possess prior background but are not yet ready for Chinese 201 due to insufficient preparation in reading and writing should speak with the Coordinator about taking Chinese 121-122.

Credit granted only if both semesters and the winter study sustaining program are taken.

Hour: 9:00-9:50 MWF and 8:30-9:45 TR, 11:00-11:50 MWF and 9:55-11:10 TR KUBLER, NUGENT and Staff

CHIN 111(F)-W88-112(S) Basic Spoken Chinese*

This course constitutes the oral component of CHIN 101-102. For students who are interested primarily in gaining facility in spoken Chinese.

Evaluation is based on classroom performance, homework, unit tests, and an oral and written final exam. No prerequisites. *No enrollment limit (expected: 10)*. *Credit granted only if both semesters and the winter study sustaining program are taken. Not open to students who have completed Chinese 101-102.*

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF

KUBLER and Staff

CHIN 121(F), 122(S) Basic Written Chinese*

This course constitutes the written component of Chinese 101-102. For students who have previously taken CHIN 111-112, or for those who already possess some prior background in spoken Mandarin from high school, Chinese heritage weekend school, home, or overseas residence but are not yet ready for Chinese 201 due to insufficient preparation in reading and writing.

Evaluation is based on classroom performance, homework, quizzes, unit tests, and a final exam.

Prerequisites: Chinese 111-112 or permission of the instructor. *No enrollment limit (expected: 10 per section)*. *Not open to students who have completed Chinese 101-102.*

Hour: 8:30-9:45 TR, 9:55-11:10 TR

8:30-9:45 TR, 9:55-11:10 TR

First Semester: NUGENT

Second Semester: HSU

CHIN 131(S) Basic Cantonese*

An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 50 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within China has been rising steadily over the past two decades. Our focus in this course will be on developing basic listening and speaking skills, though we will also study some of the special characters which have been used for centuries to write colloquial Cantonese. Since students will ordinarily possess prior proficiency in Mandarin, a closely related language, we should be able to cover in one semester about as much as is covered in the first two to three semesters of Mandarin.

Evaluation will be based on classroom performance, quizzes, tests, and a final exam.

Prerequisites: Chinese 202 or permission of instructor. *Enrollment limit: 12 (expected: 8)*.

Hour: 8:00-8:50 MWF

KUBLER

CHIN 152 Basic Taiwanese (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/chin/chin152.html)

KUBLER

CHIN 201(F), 202(S) Intermediate Chinese*

This course is designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, and writing. Upon completion of the course, students should be able to speak Chinese with some fluency on everyday topics, read within a vocabulary of about 1,200 simplified and traditional characters and common words written with them, and be able to write short compositions. *Conducted in Mandarin.*

Format: drill/discussion/reading. Evaluation will be based on classroom performance, homework, weekly

tests, a midterm, and a final exam.

Prerequisites: Chinese 102 *or* permission of instructor.

Hour: 12:00-12:50 MTWRF, 1:00-1:50 MTWRF

YU and Staff

CHIN 219(F) Popular Culture in Modern China*

This course introduces students to a variety of forms of popular culture in modern China and possible ways of reading them using Cultural Studies methods. Rather than taking a chronicle approach to tracing the history of popular culture in China, we will adopt a generic approach to examine different forms of popular culture in modern and contemporary China. The forms of popular culture studied will include popular readings (fiction and other reading matter), newspapers, magazines, advertisements, propaganda posters, popular music, television shows, film, and popular religious movements. This course will give particular attention to popular culture in mainland China, though popular culture in Taiwan will also be discussed. We will explore such themes as the definitions of "popular culture," globalization and cultural trends, the encoding and decoding strategies of a popular "text," as well as the political, ideological and sociological messages behind a popular "text." *All readings in English.*

Format: lecture/discussion. Evaluation will be based on regular in-class participation, two short (5-page) response papers, one final project, and a take-home final exam.

No prerequisites. *No Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish. No enrollment limit: (expected: 15). Open to all*
Hour: 2:35-3:50 MR YU

CHIN 224(F) Cultural Foundations: The Literature and History of Early China (Same as Comparative Literature 220 and History 315)*

The early history of China witnessed many of humankind's most influential accomplishments, from the development of a civil bureaucracy to the invention of printing, the compass, and gunpowder. It also saw the composition and spread of literary works and styles that continue to be both read and emulated up to the present day not only in China but throughout the world. The acute awareness of early history and literature that runs through modern Chinese culture, in its many manifestations and locales, is arguably unrivaled in the modern world. To understand modern China, one must understand the past that continues to shape it today. The traditional view in China was that "literature, history and philosophy cannot be separated." Accordingly, this course will look at both the history and literature of China from the 2nd millennium B.C. to the late 13th century A.D. Each week we will first read and discuss scholarship on the history and culture of a given historical period. In the following class we will read selections of primary writings (in English translation) from the same period and analyze them in their historical and cultural context. These writings will range from poems and short narratives to philosophical works and political tracts. Our goal is to understand not only what modern scholarship says about early China, but what the people living in that period and culture had to say about themselves and their world. *All readings in English.*

Format: lecture/discussion. Requirements: one short paper (5-7 pages), one longer paper (10-12 pages), take-home midterm, and final exam. Participation in class discussions expected.

No prerequisites. *No enrollment limit (expected: 15). Open to all.*

Hour: 1:10-2:25 MR

NUGENT

CHIN 235(S) China on Screen (Same as Comparative Literature 235)*

From short films shown in teahouses in the late 19th century to international blockbusters in the early 21st, Chinese films have served as an important medium for both the internal development of Chinese cultures and the presentation of those cultures to the world. In this course we will survey a wide range of works from socially progressive films of the 1930s and 1940s to the martial arts hits of the last decade. These will include not only films from mainland China, but from Hong Kong and Taiwan as well. We will use these films as a way to talk about such issues as visual culture, nationalism, technology, sexuality, social change, and the representation of China on the world stage. *All readings are in English and all films are subtitled in English.*

Format: lecture/discussion. Requirements: one short paper (5-7 pages), one longer paper (10-12 pages), take-home midterm, and final exam. Participation in class discussions expected.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference to Asian Studies majors and then to juniors and seniors.*

Hour: 9:55-11:10 TR

NUGENT

CHIN 301(F), 302(S) Upper-Intermediate Chinese*

Although the oral skills will continue to receive attention, there is at this level increased emphasis on reading and writing. A major goal of the course will be developing students' reading proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from the colloquial written Chinese which was introduced during the first two years of instruction. About half of the course will be devoted to newspaper reading, with the remainder consisting of several modules that may include short selections from modern Chinese fiction, films, or other types of performance literature. Both simplified and traditional character texts will be used. *Conducted in Mandarin.*

Requirements: three 50-minute classes plus a conversation session; primarily reading and discussion; stu-

Asian Studies

dents are required to write a short essay every other week. Evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam.

Prerequisites: Chinese 202 *or* permission of instructor.

Hour: 10:00-10:50 MWF

10:00-10:50 MWF

First Semester: KUBLER and Staff

Second Semester: YU

CHIN 401(F), 402(S) Advanced Chinese*

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.*

Requirements: two 75-minute classes plus a conversation session; primarily reading and discussion; students are required to write a short essay every other week. Evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam.

Prerequisites: Chinese 302 *or* permission of instructor.

Hour: 1:10-2:25 TF

1:10-2:25 TF

First Semester: KUBLER and Staff

Second Semester: HSU

CHIN 412(S) Introduction to Classical Chinese*

Classical or "Literary" Chinese was the standard written language of China from around the seventh century BC until the 1920s and served for many centuries as an important written language in Japan, Korea, and Vietnam as well. Moreover, remnants of Classical Chinese are still used frequently in Modern Chinese, in both writing (e.g., newspaper, road signs and academic writing) and speech (e.g., proverbs and aphorisms). This course will serve as an introduction to the basic grammar and vocabulary of Classical Chinese. We will focus on stories and anecdotes from works from the Spring and Autumn (770-481 B.C.) period through the Han Dynasty (202 B.C. -220 A.D.), as they served as the foundation for the language. While the main objective is to develop reading proficiency in Classical Chinese, the course will also serve to enhance proficiency in Modern Chinese through classroom discussion in Mandarin, translation of Classical Chinese into Modern Chinese, and comparison of Classical Chinese and Modern Chinese vocabulary and grammar. *Conducted primarily in Mandarin.*

Evaluation will be based on classroom performance, homework, tests, and a final exam.

Prerequisites: Chinese 301 *or* permission of instructor. *No enrollment limit (expected: 12).*

Hour: 1:10-2:25 MR

NUGENT

CHIN 431 Introduction to Chinese Linguistics (Same as Linguistics 431) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/chin/chin431.html)

KUBLER

CHIN 493(F)-W31-494(S) Senior Thesis*

Satisfies one semester of the Division I distribution requirement.

CHIN 497(F), 498(S) Independent Study*

Consult Professor Chang before registering for this course.

COURSES IN JAPANESE (Div. I)

The department regularly offers four levels of language instruction in Modern Japanese, designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing. Courses on Japanese literature in translation and film are also offered. The course numbering system for Japanese is sequential. Students move from Japanese 101-102 to 201, 202, 301, 302, 401, and 402. Independent study (Japanese 497, 498) may be offered for students who have completed 402 or the equivalent, depending on student needs and available resources. Students interested in pursuing independent study must contact the Coordinator of the Japanese Program one semester in advance and present a proposal to the professor with whom they wish to study by the first day of pre-registration week. Those students entering with proficiency in Japanese should see the Coordinator concerning placement. For the purpose of the distribution requirement, all courses in Japanese are considered Division I unless otherwise noted.

JAPN 101(F)-W88-102(S) First-Year Japanese*

An introduction to modern spoken and written Japanese, the course will emphasize oral skills in the fall semester, with somewhat more reading and writing in the spring. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both videotapes and audiotapes will be used extensively. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

Evaluation will be based on daily classroom performance, homework, quizzes, a midterm, and a final exam.

Credit granted only if both semesters and the winter study sustaining program are taken.

Hour: 9:55-11:10 TR

Conferences: 9-9:50 MWF, 10-10:50 MWF

First Semester: YAMAMOTO, C. BOLTON and Staff

9:55-11:10 TR

Conferences: 9-9:50 MWF, 10-10:50 MW

Second Semester: YAMAMOTO and Staff

JAPN 201(F), 202(S) Second-Year Japanese*

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

Evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam.

Prerequisites: Japanese 101-102 *or* permission of instructor.

Hour: 1:10-2:25 TR
1:10-2:25 TR

Conference: 11-11:50 MWF
Conference: 11-11:50 MWF

First Semester: KAGAYA, YAMODA and Staff
Second Semester: KAGAYA and Staff

JAPN 218(S) Modern Japan (Same as History 218)*

(See under History for full description.)

Satisfies one semester of the Division II distribution requirement.

JAPN 255(F) Love and Death in Modern Japanese Fiction (Same as Comparative Literature 255)*

The thing that surprises many first-time readers of modern Japanese fiction is its striking similarity to Western fiction. But equally surprising are the intriguing differences that lie concealed within that sameness. This course charts these similarities and differences by reading Japanese fiction about love and death—two universal human experiences that are nevertheless highly inflected by specific cultures. The course begins with tales of doomed lovers that were popular in the 18th-century kabuki and puppet theaters, and that still feature prominently in Japanese popular culture, from comics to tv dramas. From there we move on to examine a range of other relationships between love and death, including parental love and sacrifice, martyrdom and love of country, sex and the occult, and romance at an advanced age. Texts may include plays, novels and short stories by authors like Chikamatsu, Kawabata, Kôno, Mishima, Murakami Haruki, Oe, Tanizaki, and Tsushima, as well as films by Imamura, Ôshima, and Shinoda. *The class and the readings are in English.*

Format: lecture/discussion. Requirements: two in-class exams and two 5-7 page papers emphasizing original, creative, and convincing readings of the class texts.

No prerequisites. No familiarity with Japanese language or culture is required. *No enrollment limit (expected: 15). Open to all.*

Hour: 2:35-3:50 TF

C. BOLTON

JAPN 256(S) Confession and Deception in Japanese Literature (Same as Comparative Literature 250) (W)*

Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth- and eleventh-century imperial court. Since that time, the Japanese literary tradition has valued confessional writing of many kinds, from Sei Shônagon's Pillow Book and other classical and medieval diaries to the haiku master Bashô's eighteenth-century travel journals. This continues into the modern period, with authors like Mishima Yukio and Tanizaki Jun'ichirô writing novels that are sometimes thinly disguised autobiographies, other times completely fictional diaries. We will look at a selection of these texts, as well as some modern documentary film, and ask what it means for these authors to write from their own experience, and also what new things we can reveal in their work by writing about it ourselves. This is a writing-intensive class, in which students will practice developing interesting, original ideas about the literary texts and constructing convincing readings to support them. *The class and the readings are in English.* Format: lecture/discussion. Requirements: one in-class exam and two short papers, plus a number of shorter writing and revision assignments related to the papers.

No prerequisites. No familiarity with Japanese language or culture is required. *Enrollment limit: 19 (expected: 19).*

Hour: 2:35-3:50 TF

C. BOLTON

JAPN 260(S) The Chrysanthemum and the Skyscraper: Japanese Theatre and its Contemporary Context (Same as Comparative Literature 261)*

Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (Nohgaku, Kabuki, Bunraku, Shingeki and Butoh, among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question: "Of what relevance is this to a contemporary audience?" Some of the other questions we will explore include: How have these performing traditions transformed themselves throughout history? What do we mean by 'traditional' vs. 'contemporary'? How are traditional and contemporary performance genres interacting with each other? And how have the central themes of these works evolved? *All readings and discussion will be in English.*

Format: lecture/discussion. Requirements: active class participation, presentations, written journals, two short papers, and one longer paper.

No prerequisites. *Enrollment limit: 17 (expected: 17). Open to all.*

This course is part of the Critical Reasoning and Analytical Skills initiative.

Hour: 2:35-3:50 MR

KAGAYA

Asian Studies, Astronomy, Astrophysics

JAPN 270(F) Japanese Art and Culture (Same as ArtH 270)*
(See under Art for full description.)

JAPN 301(F), 302(S) Third-Year Japanese*

This course is a continuation of Japanese 201, 202, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to all the major structural patterns of contemporary Japanese and will have begun to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose of intermediate difficulty will also receive some attention.

Evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam.

Prerequisites: Japanese 202 or permission of instructor.

Hour: 11:20-12:35 TR

Conference: 1:10-2:25 MF

First Semester: YAMAMOTO and Staff

11:00-12:15 MWF

Second Semester: YAMAMOTO and Staff

JAPN 321(F) History of U.S.-Japan Relations (Same as History 321)*

(See under History for full description.)

Satisfies one semester of the Division II distribution requirement.

JAPN 401(F), 402(S) Fourth-Year Japanese*

A continuation of Japanese 302, developing speaking, listening, reading, and writing skills in the discussion of social issues in current Japan. Topics may vary according to the level of the students.

Evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam.

Prerequisites: Japanese 302 or permission of instructor.

Hour: 9:00-9:50 MWF

Staff

JAPN 403 Advanced Japanese (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/japn/japn403.html)

JAPN 486T(F) Historical Memory of the Pacific War (Same as History 486T) (W)*

(See under History for full description.)

Satisfies one semester of the Division II distribution requirement.

JAPN 493(F)-W31-494(S) Senior Thesis*

Satisfies one semester of the Division I distribution requirement.

JAPN 497(F), 498(S) Independent Study*

This course is for those students who have completed Japanese 402 or the equivalent.

ASTRONOMY (Div. III)

Chair, Professor JAY M. PASACHOFF

Professors: KWITTER, J. PASACHOFF. Observatory Supervisor/Instructor: SOUZA.

How long will the Sun shine? Are there planets like Earth among the many circling other stars? How did the universe begin and how has it evolved over its 14 billion-year history? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe is fashioned. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major, administered jointly with the Physics Department, and the Astronomy major, are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors, and have no prerequisite. Astronomy 111 is designed for students with some exposure to or interest in physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a corequisite of Mathematics 104 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24" computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department homepage can be found at <http://www.williams.edu/Astronomy>.

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, geosciences, economics, and art history. This major emphasizes the description of the Universe and its constituents in terms of

physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route to and through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 104 or 105 or 106 in the fall. Students with very good background placing them out of Physics 142 and out of Mathematics 104 may choose to take Physics 201 and Mathematics 105 or 106 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics. Students who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

MAJOR REQUIREMENTS FOR ASTROPHYSICS

- Astronomy 111 Introduction to Astrophysics
- or Astronomy 101 Stars: From Suns to Black Holes
and either Astronomy 102 The Solar System—Our Planetary Home
or Astronomy 104 The Milky Way Galaxy and the Universe Beyond
- Three 400-level astronomy courses
- or Two 400-level astronomy courses and one of the following:
- Astronomy 211 Observing and Data Reduction Techniques in Astronomy
Physics 302 Statistical Physics
Physics 402T Applications of Quantum Mechanics
Physics 405T Electromagnetic Theory
Physics 411T Classical Mechanics
Physics 418 Gravity
- Physics 131 Particles and Waves
- or Physics 141 Particles and Waves—Enriched
- or equivalent placement
- Physics 142 Foundations of Modern Physics
- or Physics 151 Seminar on Modern Physics
- Physics 201 Electricity and Magnetism
Physics 202 Waves and Optics
Physics/Mathematics 210 Mathematical Methods for Scientists
Physics 301 Introductory Quantum Physics
- Mathematics 105 Multivariable Calculus
- or Mathematics 106 Multivariable Calculus

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 104 and/or 105 or 106 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

Astronomy, Astrophysics

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the advanced physics courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 104 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

MAJOR REQUIREMENTS FOR ASTRONOMY

Astronomy 111 Introduction to Astrophysics
or Astronomy 101 Stars: From Suns to Black Holes
and either Astronomy 102 The Solar System—Our Planetary Home
or Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses

Two 400-level Astronomy courses

Physics 131 Particles and Waves
or Physics 141 Particles and Waves—Enriched
or equivalent placement
Physics 142 Foundations of Modern Physics
or Physics 151 Seminar on Modern Physics
Mathematics 104 Calculus II
Mathematics 105 Multivariable Calculus
or Mathematics 106 Multivariable Calculus
or equivalent placement

The total number of courses required for the Astronomy major is nine. Students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 105 or 106 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

ASTRONOMY COURSES

COURSES FOR NON-MAJORS WITH NO PREREQUISITES

ASTR 101(F) Stars: From Suns to Black Holes

What makes a star shine? For how long will the Sun keep shining? What are black holes and how can they form? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and how they end their existence, will provide answers to these questions and more. The course gives special attention to the exciting discoveries of the past few years. Topics include modern astronomical instruments such as the Hubble Space Telescope, the Spitzer Space Telescope, the Chandra X-ray Observatory, the new generation of 8- and 10-meter mountaintop telescopes, and results from them; how astronomers interpret the light received from distant celestial objects; the Sun as a typical star (and how its future will affect ours); and our modern understanding of how stars work and how they change with time. We will also discuss how pulsars and black holes result from the evolution of normal, massive stars and how giant black holes are at the center of galaxies and quasars. We will discuss the discovery of planets around stars other than the Sun. This course is independent of and on the same level as Astronomy 102 and 104, though students who have taken those courses are welcome.

Observing sessions will include use of the 24" telescope and other telescopes for observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun.

Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (four times per semester), and a planetarium demonstration. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. *No enrollment limit (expected: 30). Non-major course.*

Hour: 9:55-11:10 TR

Lab: 1-2:30 T,W; 2:30-4 T,W

J. PASACHOFF

ASTR 102(S) The Solar System—Our Planetary Home

What makes Earth different from all the other planets? Did Mars ever have running water? What is Pluto? Will asteroids or comets collide with the Earth? What is a solar eclipse like? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system, will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, and others. We will discuss the discovery of planets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Spitzer Space Telescope. This course is independent of, and on the same level as Astronomy 101 and 104, though students who have taken those courses are welcome.

Observing sessions include use of the 24" telescope and other telescopes for observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun.

Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (four times per semester), and a planetary demonstration. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. *No enrollment limit (expected: 30). Non-major course.*

Hour: 9:55-11:10 TR

Lab: 1-2:30 T,W; 2:30-4 T,W

J. PASACHOFF

ASTR 104 The Milky Way Galaxy and the Universe Beyond (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/astr/astr104.html)

J. PASACHOFF

ASTR 330 The Nature of the Universe (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/astr/astr330.html)

KWITTER

ASTR 336 Science, Pseudoscience, and the Two Cultures (Same as History of Science 336) (*Not offered 2005-2006; to be offered 2006-2007*) (W)

(www.williams.edu/Registrar/catalog/depts/astr/astr336.html)

J. PASACHOFF

ASTR 338(S) The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as History of Science 338 and Leadership Studies 338) (W)

Our capabilities of understanding the Universe have progressed over the 500 plus years since Copernicus moved the sun into the center. Galileo's breakthrough observations of the sky with the new-fangled telescope led to hundreds of years of improving observations. In a seminar format, week by week, we will discuss each of the following topics (and look at original first-editions in the Chapin Library): Copernicus and rare-book variations and annotations; Galileo and his discoveries; mapping the sky and constellations 1540 to the present through star atlases; William and Caroline Herschel and the discovery of a new planet; asteroids from 1 Ceres to 5100 Pasachoff, contemporary surveys, the extinction of the dinosaurs, and possible dangers to the Earth and its inhabitants; astronomy teaching from when Williams College students first built its Hopkins Observatory through the Committee of Ten to the Journal of Astronomy Education Research; planetariums from pasted stars to optomechanical and digital 21st-century projection; woman astronomers and astronauts and their reception and roles; transits of Venus: from Horrocks and Capt. Cook through the 2004/2012 pair; the launch of Sputnik and the race to the Moon; the formation of NASA and its transformation through space shuttles and the International Space Station; the past, present, and future of the Hubble Space Telescope; NASA's "Great Observatories," including not only Hubble but also the

Astronomy, Astrophysics

Chandra X-ray Observatory and the Spitzer Space Telescope; NASA's "Vision" of sending astronauts to the Moon and Mars; advances in ground-based observatories and telescopes; mapping the Universe through projects like the Sloan Digital Sky Survey and 2dF; and the discovery that the Universe's expansion is accelerating and its ramifications. We consider the role of individual leadership in the various topics. Format: seminar, one three-hour meeting a week. Planetarium demonstration, with individual planetarium work on request. Evaluation will be based on two 10-page papers and participation in discussions.

No prerequisites. Enrollment limit: 19 (expected: 10). Preference will be given to juniors and seniors and to those with backgrounds in science, history of science, or philosophy. Non-major course. Does not count toward the Astronomy, Astrophysics, or Physics major.

Hour: 1:10-3:50 W

J. PASACHOFF

COURSES WITH PREREQUISITES

ASTR 111(F) Introduction to Astrophysics (Q)

A survey of some of the main ideas in modern astrophysics, with an emphasis on the observed properties and evolution of stars, this course is the first in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics, and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include astronomical instrumentation, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, stellar formation and evolution, nucleosynthesis, white dwarfs, pulsars and neutron stars, and black holes. Observing sessions include use of the 24" and other telescopes for observations of stars, nebulae, planets and galaxies, as well as daytime observations of the Sun.

Format: lecture/discussion, observing sessions, and five labs per semester. Evaluation will be based on weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio.

Prerequisites: a year of high school Physics, or concurrent college Physics, or permission of instructor, and Mathematics 104 or equivalent. *No enrollment limit (expected: 20).*

Hour: 11:20-12:35 TR

Lab: 1-4 M,R

KWITTER

ASTR 207T(S) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (W)

A focused investigation of the possibility of life arising elsewhere in our Galaxy, and the chances of our detecting it. In this course, pairs of students will explore the astronomical and biochemical requirements for the development of Earth-like life. We will consider the conditions on other planets within our solar system as well as on newly-discovered planets circling other stars. We will also analyze the famous "Drake Equation," which calculates the expected number of extraterrestrial civilizations, and attempt to evaluate its components. Finally, we will examine current efforts to detect signals from intelligent alien civilizations and contemplate humanity's reactions to a positive detection.

Format: tutorial. Evaluation will be based on the student's papers, responses to the partner's papers, and evidence of growth in understanding over the semester.

Prerequisites: Astronomy 111 or Biology 101-102 or Chemistry 101-102, or equivalent science preparation. *Enrollment limit: 10 (expected: 10). Instructor's permission required. Preference given to students who have had Astronomy 111.*

Tutorial meetings to be arranged.

KWITTER

ASTR 211 Observations and Data Reduction Techniques in Astronomy (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/ast/ast211.html)

KWITTER

ASTR 217T(F) Planetary Geology (Same as Geosciences 217T) (W)

(See under Geosciences for full description.)

ASTR 402(F) Between the Stars: The Interstellar Medium (W)

The matter between the stars—the interstellar medium—manifests itself in many interesting and unexpected ways, and, as the detritus of stars, its properties and behavior hold clues to the history and future evolution of both stars and the galaxies that contain them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject with varying ferocity as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. The existence of life on Earth is eloquent evidence of this chemical enrichment.

In this course we will study the interstellar medium in its various forms. We will discuss many of the physical mechanisms that produce the radiation we observe from diffuse matter, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. This course will be both writing- and observing-intensive. Weekly short papers will be assigned; these papers will be thoroughly edited by the professor and returned so that comments can be absorbed for future submissions. In class, students will present key ideas from the assigned reading and will solve relevant problems. Throughout the semester students will also work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using the equipment on our observing deck.

Astronomy, Astrophysics, Bioinformatics, Genomics, and Proteomics

Format: seminar/discussion, plus computer work and observing projects. Evaluation will be based on weekly papers, class presentations/problem-solving, and observing projects.

Prerequisite or corequisite: Physics 201. *Enrollment limit: 10 (expected: 8).*

Hour: 1:10-3:50 W

KWITTER

ASTR 408T The Solar Corona (Not offered 2005-2006) (W)

(www.williams.edu/Registrar/catalog/depts/astr/astr408.html)

J. PASACHOFF

ASTR 412T Solar Physics (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/astr/astr412.html)

J. PASACHOFF

ASTR 493(F)-W31, W31-494(S) Senior Research in Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above.

Prerequisites: permission of the department.

Members of the Astronomy Department

ASPH 493(F)-W31, W31-494(S) Senior Research in Astrophysics

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of the department.

Members of the Astronomy and Physics Departments

ASTR 497(F), 498(S) Independent Study in Astronomy

ASPH 497(F), 498(S) Independent Study in Astrophysics

BIOINFORMATICS, GENOMICS, AND PROTEOMICS

Chair, Professor CHARLES M. LOVETT, Jr.

Advisory Committee: Professors: ALTSCHULER, BAILEY*, R. DE VEAUX*, KAPLAN, LENHART*, LOVETT, *Coordinator*, D. LYNCH, H. WILLIAMS. Associate Professors: AALBERTS, RAYMOND**, SAVAGE, SWOAP. Visiting Associate Professor: BANTA***. Senior Lecturer: D. C. SMITH. Assistant Professors: FREUND*, GEHRING*, HUTSON, TERESCO, TING, WILDER. Visiting Assistant Professor: WYMAN.

Bioinformatics, genomics, and proteomics are rapidly advancing fields that integrate the tools and knowledge from biology, chemistry, computer science, mathematics, physics, and statistics in research at the intersection of the biological and informational sciences. Inspired by the enormous amount of biological data that are being generated from the sequencing of genomes, these new fields will help us pose and answer biological questions that have long been considered too complex to address. Research in genomics, proteomics, and bioinformatics will also significantly impact society affecting medicine, culture, economics, and politics.

The Bioinformatics, Genomics, and Proteomics curriculum involves faculty from the biology, chemistry, computer science, mathematics/statistics, and physics departments and was designed to provide students with an understanding of these revolutionary new areas of investigation. The introductory level courses, Computation and biology and Statistics for Biologists are accessible to all students interested in gaining familiarity with the power of genomic analysis. Students interested in graduate work in bioinformatics, genomics, and proteomics should take the core courses and five of the recommended courses. Interested students are also encouraged to participate in independent research with members of the advisory faculty as they explore the development of these new fields.

Core course:

Biology/Chemistry/Computer Science/Mathematics/Physics 319 Bioinformatics, Genomics, and Proteomics Laboratory

Recommended courses (in addition to the core course):

Biology 202 Genetics
Biology 206T Genomes, Transcriptomes and Proteomes
Biology 305 Evolution
Computer Science/Biology 106 Life as an Algorithm
Computer Science 134 Introduction to Computer Science
Computer Science 136 Data Structures and Advanced Programming
Computer Science 256 Algorithm Design and Analysis
Computer Science/INTR/Physics 315 Computational Biology
Statistics 101 or 201 Statistics

Related courses:

Biology 322 Biochemistry II—Metabolism
Chemistry 111 Fighting Disease: The Evolution and Operation of Human Medicine
Chemistry 321 Biochemistry I—Structure and Function of Biological Molecules
Philosophy 334 Philosophy of Biology
Physics 302 Statistical Physics
Statistics 231 Statistical Design of Experiments

BIOCHEMISTRY AND MOLECULAR BIOLOGY (Div. III)

Chair, Associate Professor ROBERT SAVAGE

Advisory Committee: Professors: ALTSCHULER, DEWITT, KAPLAN, LOVETT, D. LYNCH. Associate Professor: RAYMOND**, ROSEMAN, SWOAP, SAVAGE. Assistant Professors: GEHRING*, HUTSON, TING. Visiting Associate Professor: BANTA***.

Biochemistry and molecular biology are dynamic fields that lie at the forefront of science. Through elucidation of the structure and function of biologically important molecules (such as nucleic acids, lipids, proteins, and carbohydrates) these disciplines have provided important insights and advances in the fields of molecular engineering (recombinant DNA technology, “intelligent” drug design, “in vitro evolution”), genomics and proteomics, signal transduction, immunology, developmental biology, and evolution.

The Biochemistry and Molecular Biology Program is designed to provide students with an opportunity to explore living systems in molecular terms. Biochemistry and molecular biology are at the interface between the chemical and biological methods of looking at nature; therefore, the program draws heavily from these disciplines. While chemistry is concerned with the relationship between molecular structure and reactions, and biology focuses on cells and organisms, biochemistry and molecular biology probe the details of the structures and interactions of molecules in living systems in order to provide the foundation for a better understanding of biological molecules both individually and as members of more complex structures.

PROGRAM

While aspects of biochemistry and molecular biology can be very diverse, a common set of chemical and biological principles underlie the more advanced topics. With this in mind, the program has been structured to provide the necessary background in chemistry and biology and the opportunity to study the many facets of the modern areas of the biochemical sciences. Students interested in the Biochemistry and Molecular Biology Program should plan their course selection carefully. Since it is expected that Biochemistry 321 and 322 would be taken in the junior year, students are advised to take the prerequisites for those courses in both chemistry and biology during their first two years at Williams. While the program is open to all students, it is expected that it will appeal primarily to majors in biology and chemistry because of the number of courses required in those fields. In addition to taking the required courses, students planning to complete the Biochemistry and Molecular Biology Program are strongly encouraged to elect courses in mathematics and physics.

The following interdepartmental courses serve as the core of the Biochemistry and Molecular Biology Program.

BIMO 321 and 322 provide a comprehensive introduction to biochemistry. BIMO 322 is a new requirement and applies to 2007 graduates and beyond. BIMO 401, the capstone course for the concentration, provides students the opportunity to examine the current scientific literature in a wide variety of BIMO-related research areas.

BIMO 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biology 321 and Chemistry 321)

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include enzyme kinetics, mechanism and catalysis and regulation; the molecular organization of biomembranes and membrane transport; and the principles of recombinant DNA technologies. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis and chromatography.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on three hour exams, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Chemistry 251/255 and Biology 101. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W

KAPLAN

BIMO 322(S) Biochemistry II—Metabolism (Same as Biology 322 and Chemistry 322) (Q)

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams, an oral presentation, and performance in the laboratories including lab reports that emphasize con-

Biochemistry and Molecular Biology

ceptual and mathematics analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 251/255. *No enrollment limit (expected: 36).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W

SWOAP

BIMO 401(S) Topics in Biochemistry and Molecular Biology

This seminar course involves a critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields.

Format: seminar, three hours per week. Evaluation will be based on class discussions and presentations, several short papers, and a final paper.

Prerequisites: Biology 202 and BIMO 321. *Enrollment limit: 12 (expected: 8). Preference given to those completing the BIMO program; open to others with permission of instructors.*

Hour: TBA

LOVETT and DEWITT

To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses listed below, take one elective not within the student's major from the list below, and attend at least eight Biology and/or Chemistry Department colloquia. Since the Chemistry Department counts two biology courses and the Biology Department counts two chemistry courses toward the majors (each of which can be completed with only eight other courses), a student majoring in either chemistry or biology would have to take only two or three additional courses to complete the program.

Required Courses

Biology 101 The Cell

Biology 102 The Organism

Chemistry 151 or 153 or 155 Concepts of Chemistry

Chemistry 156 Organic Chemistry: Introductory Level

Chemistry 251 Organic Chemistry: Intermediate Level

Chemistry 256 Foundations of Physical and Inorganic Chemistry

(Chemistry 256 is not required if Chemistry 155 was taken.)

Biology 202 Genetics

Biochemistry and Molecular Biology 321 Biochemistry I-Structure and Function of Biological Molecules

Biochemistry and Molecular Biology 322 Biochemistry II-Metabolism

Biochemistry and Molecular Biology 401 Topics in Biochemistry and Molecular Biology

Elective Courses

Biology 301 Developmental Biology

Biology 308 Integrative Plant Biology: Fundamentals and New Frontiers

Biology 310 Neural Development

Biology 409 Molecular Physiology

Biology 413 Molecular Basis of Biological Clocks

Biology 414 Life at Extremes: Molecular Mechanisms

Chemistry 324 Enzyme Kinetics and Reaction Mechanisms

Chemistry 341 Toxicology and Cancer

Chemistry 342 Synthetic Organic Chemistry

Chemistry 364 Instrumental Methods of Analysis

Chemistry 366 Physical Chemistry: Thermodynamics

Chemistry 367 Biophysical Chemistry

Chemistry 436T Bioinorganic Chemistry

Chemistry 464T A Theoretical Approach to Biological Phenomena

Colloquium Requirement

Concentrators must attend at least eight Biology and/or Chemistry Department colloquia. The Biology and Chemistry Departments hold colloquia on Friday afternoons during the fall and spring semesters. Scientists from other academic or research institutions are invited to present their research to students and faculty. There are approximately a dozen colloquia offered each semester among which BIMO concentrators may choose. Attendance at the honors student research presentations and the spring BIMO Alumni Reunion poster session also count toward the colloquium requirement. Concentrators may receive credit for colloquia attended during any of their semesters at Williams College.

BIOLOGY (Div. III)

Chair, Professor MARSHA ALTSCHULER

Professors: ALTSCHULER, ART, DEWITT, J. EDWARDS**, D. LYNCH, H. WILLIAMS, ZOT-TOLI. Associate Professors: RAYMOND**, ROSEMAN, SAVAGE, SWOAP. Visiting Associate Professor: BANTA***. Senior Lecturer: D. C. SMITH. Assistant Professors: HUTSON, MORALES, TING, WILDER. Professor of Marine Science for the Williams-Mystic Program: CARLTON. Instructors: DEAN, MACINTIRE.

The Biology curriculum has been designed to provide students with a broad base for understanding principles governing life processes at all levels, from biochemistry and cell biology to physiology to ecology and behavior. Courses emphasize fundamentals common to all subdisciplines including the coupling of structure to function, the transfer of energy in living systems, communication, and the molding of diversity by the evolutionary process. In upper-level courses and in independent and honors research, students have the opportunity to investigate areas at the frontiers of modern biology.

Although the Biology major is specifically designed to provide a balanced curriculum in the broader context of the liberal arts, it is also excellent preparation for graduate studies in the life sciences and in the health professions.

MAJOR REQUIREMENTS

In order to make the major accessible to students with diverse interests, required courses are kept to a minimum. The Biology major is satisfied by nine courses, as follows:

Biology 101 The Cell
Biology 102 The Organism
Biology 202 Genetics

Any two 300-level courses, each of which must have a laboratory associated with it.

Any one 400-level course other than 493-494.

Any other three courses *or* any other two courses and two semesters of Organic Chemistry.

NOTE: Independent study courses and AMS 311 (Same as Biology 231) do not fulfill the 300-level or 400-level course requirements. Both WIOX 215, *Biology: Ecology of Flowering Plants*, and WIOX 216, *Biology: Evolution*, in the Williams Oxford Program qualify for major credit.

Distribution Requirement

In order to ensure that majors broaden their knowledge of biology, one of the elective courses for the major must include an upper-level course covering biological processes at levels of organization above the cell. Courses that satisfy this distribution requirement are indicated in the individual course description.

COURSE SELECTION AND PLACEMENT

It is preferable for students who plan to major in biology, or think they may be interested in doing so, to take Biology 101, 102 during their first year at Williams. It is also possible to begin the Biology major during the sophomore year, although students should understand that it may require taking two or more biology courses during several semesters.

Students interested in biology, whether or not they intend to major in it, are encouraged to take Biology 101, 102. It is also possible, with permission of the instructor, to take Biology 203 *Ecology*, Biology 204 *Animal Behavior*, Biology 220 *Field Botany* and Biology 225 *Natural History of the Berkshires* without prerequisite. Other biology courses designed specifically for students who do not intend to take additional upper-level courses in biology include Biology 134 *The Tropics: Biology and Social Issues* and Biology 133 *Biology of Exercise and Nutrition*. All of these courses satisfy the Division III distribution requirement; in addition, Biology 134 satisfies the Peoples and Cultures distribution requirement.

Beginning students should normally enroll in Biology 101 and 102. Students with unusually strong backgrounds in biology, such as those with outstanding performance on the College Board Biology Advanced Placement Test, may be permitted to elect a sophomore-level course in lieu of Biology 101 and/or Biology 102 upon successful completion of a departmental qualifying exam, administered during First Days.

COURSES RELATED TO THE BIOLOGY MAJOR

Students planning to pursue their interest in biology and related fields after completing their undergraduate degrees are strongly encouraged to take one year of chemistry, at least one semester of mathematics (a course in statistics is recommended), and one semester of physics. Students may wish to check the requirements for graduate admission at relevant universities, and are also encouraged to consult with the Biology Department's graduate school advisor about prerequisites for admission to graduate programs.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students interested in Biochemistry and Molecular Biology (BIMO) should consult the general statement under Biochemistry and Molecular Biology.

BIOINFORMATICS, GENOMICS AND PROTEOMICS

Students interested in Bioinformatics, Genomics and Proteomics (BiGP) should consult the general statement under Bioinformatics, Genomics and Proteomics. Biology majors interested in this field are

strongly encouraged to enroll in *Life as an Algorithm* (Computer Science 106/Biology 106) and Integrative Bioinformatics, Genomics, and Proteomics (Biology 319).

NEUROSCIENCE

Students interested in Neuroscience (NSCI) should consult the general statement under Neuroscience.

ENVIRONMENTAL STUDIES

Students interested in Environmental Studies (ENVI) should consult the general statement under Environmental Studies.

THE DEGREE WITH HONORS IN BIOLOGY

In order to be recommended for the degree with honors, a Biology major is normally expected to have completed the equivalent of two semesters and a winter study (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. Although the presentation of a thesis and associated oral presentation in the fall and poster defense in the spring are required for consideration for a degree with honors, their completion should not be interpreted as a guarantee of a degree with honors. The principal considerations in admitting a student to the program of independent honors research will be mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated interest and motivation. Students interested in participating in the honors program should consult with the department early in the spring semester of the junior year; approval must be received before spring registration in the junior year.

The minimum course requirements for a degree with honors in Biology are Biology 101, Biology 102, Biology 202, two 300-level biology courses (each of which must have a laboratory associated with it), one 400-level biology course, Biology 493, Biology 494, WSP 031, and any other two courses in biology (or any other one course and two semesters of Organic Chemistry).

In addition to the normal honors route, which includes two semesters (Biology 493-494) and a winter study of research (WSP 031) during senior year, students have the option, *subject to the approval of their thesis advisor*, to begin the honors research during winter study junior year or during the second semester junior year. Students beginning honors in winter study of junior year would take Biology 494 in the spring of their junior year followed by Biology 493 in the fall of their senior year; students beginning honors during the second semester of junior year would take Biology 494 that semester, followed by Biology 493 in the fall of senior year and winter study research in the winter of the senior year.

CREDIT FOR COURSES AT OTHER INSTITUTIONS

Students who enroll in study away programs may receive credit for up to two 200-level electives towards the biology major upon approval of the course syllabi by the Biology Department's study abroad coordinator.

Students wishing to satisfy prerequisites for courses offered by the Biology Department with courses taken at other institutions should consult, in person, with a member of the Biology Department, prior to registering for the course that requires a prerequisite. Such consultations will include a review of the course syllabi and the transcripts of the relevant previous college work, and students should bring these materials with them.

BIOL 101(F) The Cell

This course provides an introduction to the cellular aspects of modern biology. It explains the development of cell structure and function as a consequence of evolutionary processes, and it stresses the dynamic properties of living systems. Topics considered include biological molecules and enzyme action, membrane structure and function, energy exchange and design of metabolic systems, expression of genetic information, cell signalling, cell trafficking, the cell cycle, and cancer. In addition to textbook assignments, articles from the recent biological literature will be assigned and discussed.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on quizzes, hour tests, a final exam, and weekly lab reports.

No prerequisites. *No enrollment limit (expected: 2 sections of 90).*

Hour: 10:00-10:50 MWF, 9:55-11:10 TR

Lab: 1-4 M,T,W,R

HUTSON, DEWITT

BIOL 102(S) The Organism

This course uses an evolutionary approach to introduce organismal biology. The course stresses interrelatedness of different levels of biological organization from the cell to the organism. Topics include the cell cycle, animal and plant development, evolutionary mechanisms, speciation, and biodiversity. Examples are drawn from a broad range of animal, fungal, and plant groups. In addition to textbook assignments, articles from recent biological literature are assigned and discussed.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on hour tests, a final exam, weekly lab reports, and short discussion papers.

Prerequisites: Biology 101. *No enrollment limit (expected: 2 sections of 90).*

Hour: 9:00-9:50 MWF, 9:55-11:10 TR

Lab: 1-4 M,T,W,R

MORALES, TING

BIOL 106 Life as an Algorithm (Same as Computer Science 106) (Not offered 2005-2006; to be offered 2006-2007) (Q)

(See under Computer Science for full description.)

Biology

BIOL 133(F) Biology of Exercise and Nutrition

This class, intended for the non-scientist, focuses on the impact of exercise and nutrition on the human body. We will discuss topics such as how different types of training influence exercise performance; the changes that occur in the cardiovascular system during an exercise routine; the inherent limits of the body to perform aerobic and anaerobic tasks; and long-term health consequences of a lifetime of activity or inactivity. We will also examine how nutrition and metabolism affect body composition. For example, we will rigorously and scientifically scrutinize the use of “fad” diets as a means to lose weight.

Format: course work will consist of lectures and six hands-on laboratory exercises. Evaluation will be based on exams and lab reports.

No prerequisites. *Enrollment limit: 120 (expected: 120). Preference given to seniors, juniors, sophomores, and first-year students—in that order.*

Does not count for major credit in Biology.

Hour: 8:30-9:45 TR

Lab: 1-4 M,T,W,R

SWOAP

BIOL 134 The Tropics: Biology and Social Issues (Same as Environmental Studies 134) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/biol/biol134.html)

D. C. SMITH

BIOL 202(F) Genetics (Q)

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions about aspects of biology ranging from embryonic development to aging. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids, DNA restriction mapping, and computer-based cloning.

Format: lecture/laboratory, six hours per week. Evaluation will be based on biweekly problem sets, weekly laboratory exercises and laboratory reports, and three examinations; 90% of the final grade is determined by performance on written exercises and exams.

Prerequisites: Biology 101 and 102. *No enrollment limit (expected: 85).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W,R

ALTSCHULER

BIOL 203(F) Ecology (Same as Environmental Studies 203) (Q)

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Format: lecture/laboratory, six hours per week. Evaluation will be based on problem sets, lab reports, hour exams, and a final exam.

Prerequisites: Biology 101 and 102, or Environmental Studies 101 or 102, or permission of instructor. *No enrollment limit (expected: 35).*

Required course in the Environmental Studies Program. Satisfies distribution requirement in major.

Hour: 8:30-9:45 TR

Lab: 1-4 T,W

MORALES

BIOL 204(S) Animal Behavior

Making sense of what we see while watching animals closely is both an enthralling pastime and a discipline that draws on many aspects of biology. Explanations can be found on many levels: evolutionary theory tells us why certain patterns have come to exist, molecular biology can help us understand how those patterns are implemented, neuroscience gives insights as to how the world appears to the behaving animal, endocrinology provides information on how suites of behaviors are regulated. The first part of the course focuses upon how descriptive studies provide the basis for formulating questions about behavior as well as the statistical methods used to evaluate the answers to these questions. We then consider the behavior of individuals, both as it is mediated by biological mechanisms and as it appears from an evolutionary perspective. The second half of the course is primarily concerned with the behaviors of groups of animals from a wide variety of vertebrate and invertebrate species, concentrating upon the stimuli, responses, and internal mechanisms that maintain social systems and on the selection pressures that drive animals toward a particular social system.

Format: lecture/laboratory, six hours per week. Evaluation will be based on examinations, lab reports, and a research paper.

Prerequisites: Biology 102, or Psychology 101, or permission of instructor. *Enrollment limit: 28 (expected: 24). Preference given to seniors, Biology majors, and Neuroscience concentrators.*

Satisfies distribution requirement in the major.

Hour: 8:30-9:45 MWF

Lab: 1-4 T,W

H. WILLIAMS

BIOL 205(S) Physiology

This lecture-based course examines principles, patterns, and mechanisms of biological function from the level of cells and tissues to the whole organism. The themes of the course include structure and function,

Biology

mechanisms of regulation, control and integration, and adaptation to the environment. Examples of these themes are taken from a wide variety of organisms with a focus on vertebrates. Laboratories provide practical experience in measurement and experimental elucidation of physiological phenomena and functional analysis of gross structure.

Evaluation will be based on hour exams, laboratory practicals, laboratory reports, and a final exam.

Prerequisites: Biology 101 and 102. *No enrollment limit (expected: 60).*

Satisfies distribution requirement in major.

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

ZOTTOLI

BIOL 206T(S) Genomes, Transcriptomes and Proteomes (W)

While determining the complete DNA sequences of organisms continues at an impressive pace, a sufficient number of eukaryotic and prokaryotic genomes have been sequenced to consider what has been learned, and, more importantly, what do we hope to learn in the post-genomic era. This tutorial course, intended for sophomores, examines the progress and limitations of genome analyses in enhancing our understanding of biology, as well as more recent investigations employing DNA, RNA and protein sequence information to gain insights into fundamental biological processes. Initially in the course, the experimental approaches and tools used to obtain and analyze DNA sequences are considered. Subsequently, topics based on recent articles exploring (i) comparative genomic analyses, (ii) genome-wide changes in expression and mRNA levels (transcriptomes), and (iii) efforts to analyze proteomes and protein-protein interactions in cells are examined.

The format includes two meetings per week, one general group meeting and one tutorial meeting between two students and the instructor. Evaluation is based on five tutorial papers (4-5 pages each), five critiques, tutorial presentations and general participation.

Prerequisite: Biology 202. *Enrollment limit: 6 (expected: 6). Preference given to sophomores.*

Hour: 9:55-11:10 TR

D. LYNCH

BIOL 210T Evo-Devo: The Evolution of Animal Design (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/biol/biol210.html)

SAVAGE

BIOL 211 Invertebrate Paleobiology (Same as Geosciences 212) (Not offered 2005-2006; to be offered 2006-2007)

(See under Geosciences for full description.)

Prerequisites: Biology 101, 102, or 203, or any 100-level Geosciences course.

BIOL 212(F) Neuroscience (Same as Neuroscience 201 and Psychology 212)

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

Format: lecture, three hours per week; laboratory, every other week. Evaluation will be based on laboratory reports, a lab practical, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101. *Enrollment limit: 144 (expected: 72). Preference given to Biology and Psychology majors. Open to first-year students who satisfy the prerequisites.*

Satisfies one semester of the Division III requirement.

Hour: 9:55-11:10 TR

Lab: 1-4 M,T,W

ZIMMERBERG and ZOTTOLI

BIOL 216(S) Immunology

The immune response is a defense mechanism comprised of a complex network of interacting molecules and cells that recognize and respond to agents foreign to the individual. This course focuses on the biochemical mechanisms that act at the molecular and cellular levels to regulate this process. Textbook readings will be supplemented with original literature.

Format: lecture and discussion, three hours per week. Evaluation will be based on exams, a research paper, written assignments, an oral presentation, and class participation.

Prerequisites: Biology 202. *Enrollment limit: 12 (expected: 12). Open to Biology majors, with preference given to senior Biology majors.*

Hour: 8:30-9:45 TR

RAYMOND

BIOL 220(S) Field Botany and Plant Natural History (Same as Environmental Studies 220)

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, the sudden appearance and explosive speciation of the flowering plants, and characteristics of our native plant families and species. The labs cover field identification, natural history, and ecology of local species.

No prerequisites. *Enrollment limit: 42 (expected: : 25). Preference given to seniors, Biology majors, and Environmental Studies concentrators.*

Satisfies distribution requirement in major.

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W

J. EDWARDS

Biology

BIOL 225(F) Natural History of the Berkshires (Same as Environmental Studies 225 and INTR 225)

(See under IPECS—INTR for full description.)

BIOL 231(F,S) Marine Ecology (Same as Maritime Studies 311) (Offered only at Mystic Seaport.)

(See under Maritime Studies for full description.)

Prerequisites: Biology 101 and 102 or permission of instructor.

BIOL 235T Biological Modeling with Differential Equations (Same as Mathematics 335T) (Not offered 2005-2006; to be offered 2006-2007) (Q)

(See under Mathematics for full description.)

Prerequisites: Mathematics 105 and Biology 101 or equivalents thereof.

BIOL 301(S) Developmental Biology

Developmental biology has undergone rapid growth in recent years and is becoming a central organizing discipline that links cells and molecular biology, evolution, anatomy and medicine. We are now beginning to have a molecular understanding of fascinating questions such as how cells decide their fate, how patterns are created, how male and females are distinguished, and how organisms came to be different. We have also discovered how the misregulation of important development regulatory genes can lead to a variety of known cancers and degenerative diseases in humans. In this course we will examine these and related topics combining a rich classical literature with modern genetic and molecular analyses.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on hour exams, short papers, and a final exam.

Prerequisites: Biology 202 or permission of instructor. *Enrollment limit: 24 (expected: 15).*

Hour: 11:20-12:35 TR

Lab: 1-4 T,W

SAVAGE

BIOL 302(S) Communities and Ecosystems (Same as Environmental Studies 312) (Q)

An advanced ecology course that examines how organisms interact with each other and with abiotic factors. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology and ecosystem ecology. Lectures and workshops explore how communities and ecosystems are defined, and how theoretical, comparative, and experimental approaches are used to elucidate their structure and function. Field laboratories emphasize hypothesis-oriented experiments; field trips introduce the diversity of natural communities and ecosystems in New England.

Format: lecture/laboratory, six hours a week. Evaluation will be based on lab reports, a term project with presentation, a midterm exam, a midterm paper, and a final exam.

Prerequisites: Biology/Environmental Studies 203 or 220. *Enrollment limit: 28 (expected: 24). Preference given to Biology majors and Environmental Studies concentrators.*

Hour: 8:30-9:45 TR

Lab: 1-4 T,R

D.C. SMITH

BIOL 303 Sensory Biology (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/biol/biol303.html)

H. WILLIAMS

BIOL 305(F) Evolution (Q)

This course offers a critical analysis of contemporary concepts and controversies in evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and the emergence of diversity). Topics include micro-evolutionary models, natural selection and adaptation, sexual selection, evolution and development, speciation, and the inference of evolutionary history.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on two examinations, problem sets and laboratory assignments, including independent research project using phylogenetic inference. 85% of the final grade is determined by performance on written exercises and examinations. 15% on participation in discussions.

Prerequisites: Biology 202. *Enrollment limit: 36 (expected: 24). Preference given to Biology majors.*

Satisfies distribution requirement in major.

Hour: 9:00-9:50 MWF

Lab: 1-4 M,W

WILDER

BIOL 308(F) Integrative Plant Biology: Fundamentals and New Frontiers

Plants are one of the most successful groups of organisms on Earth and have a profound impact on all life. Successful use of plants in addressing global problems and understanding their role in natural ecosystems depends on fundamental knowledge of the molecular mechanisms by which they grow, develop, and respond to their environment. This course will examine the molecular physiology of plants using an integrative approach that considers plants as dynamic, functional units in their environment. Major emphasis will be on understanding fundamental plant processes, such as photosynthesis, growth and development, water transport, hormone physiology, and flowering, from the molecular to the organismal level. Environmental effects on these processes will be addressed in topics including photomorphogenesis, stress physiology, mineral nutrition, and plant-microbe interactions. Frequent discussions of original research papers will examine the mechanisms plants use to perform these processes and explore advances in the genetic engineering of plants for agricultural, environmental, and medical purposes. Laboratory activities stress modern approaches and techniques used in investigating plant physiological processes.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on lab reports, a term paper, and exams.

Prerequisites: Biology 202. *Enrollment limit: 24 (expected: 12). Preference given to Biology majors.*

Satisfies distribution requirement in major.

Hour: 9:55-11:10 TR

Lab: 1-4 T,R

D. LYNCH

BIOL 310(S) Neural Development

Development can be seen as a tradeoff between genetically-determined processes and environmental stimuli. The tension between these two inputs is particularly apparent in the developing nervous system, where many events must be predetermined, and where plasticity, or altered outcomes in response to environmental conditions, is also essential. Plasticity is reduced as development and differentiation proceed, and the potential for regeneration after injury or disease in adults is limited; however, some exceptions to this rule exist, and recent data suggest that the nervous system is not as hard-wired as previously thought. In this course we will discuss the mechanisms governing nervous system development, from relatively simple nervous systems such as that of the roundworm, to the more complicated nervous systems of humans, examining the roles played by genetically specified programs and non-genetic influences.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on exams, short papers and lab reports.

Prerequisites: Biology 202 and either Biology 205 or Biology 212. *Enrollment limit: 24 (expected: 12). Preference given to Biology majors.*

Hour: 9:55-11:10 TR

Lab: 1-4 M,T

HUTSON

BIOL 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Chemistry 319, Computer Science 319, Mathematics 319 and Physics 319) (Q)

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and recombinant DNA techniques to reconstruct the evolution of the RAS gene family by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in various signal transduction pathways, students will identify pathways that are aberrantly activated in mammalian cell lines carrying a mutant, constantly active Ras protein. This functional genomic strategy will be coupled with microscopic examination of tissue sections from a variety of human colon tumors, using phosphorylation-state specific antisera, to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches to identify specific amino acids involved in protein-protein contacts. Site-directed mutagenesis and mass spectrometry will be used to study networks of interacting proteins in normal colon and colon tumor tissue.

Format: lab, with one-hour of lecture per week. Evaluation will be based on lab participation and several short papers/lab reports.

Prerequisite: Biology 202, or Biology 101/AP biology and Computer Science 315 or Physics 315 or Computer Science 106, or permission of instructor. *Enrollment: 8 (expected 8). Preference given to seniors, then juniors/sophomores.*

Hour: 12:25-1:15 W

Lab: 1:15-4 W and R

BANTA, WYMAN

BIOL 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Chemistry 321 and Biochemistry and Molecular Biology 321)

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include enzyme kinetics, mechanism and catalysis and regulation; the molecular organization of biomembranes and membrane transport; and the principles of recombinant DNA technologies. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed.

The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis and chromatography.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on three hour exams, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Chemistry 251/255 and Biology 101. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W

KAPLAN

BIOL 322(S) Biochemistry II—Metabolism (Same as BIMO 322 and Chemistry 322) (Q)

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy genera-

Biology

tion (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams, an oral presentation, and performance in the laboratories including lab reports that emphasize conceptual and mathematics analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 251/255. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W

SWOAP

BIOL 402T(F) Topics in Ecology: Biological Resources (Same as Environmental Studies 404T) (W)

A tutorial course investigating the patterns and processes in human-dominated ecosystems, especially those that produce food and fiber, process wastes, or provide a context for human activities such as recreation. The course will draw heavily upon the experiences that students have had in other biology courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of biological resource systems, nutrient pools and processing in human-dominated ecosystems. Four field trips will be taken to biological resource sites in the region. These experiences will serve as introductions to readings and the topics of papers to be written by student participants. Each student will write four papers that deal with questions requiring extensive reading of primary resources. Paper presentations will alternate with serving as a critic of other student papers. Students will be given the opportunity to revise and rewrite two of the four papers in the week following their tutorial presentation thereby being able to respond to the criticism and discussion of the tutorial group.

Format: tutorial/field trip, one to three hours per week. Evaluation will be based on writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.

Prerequisites: Biology 203 or Biology 302 or Environmental Studies 203 or permission of instructor. *Enrollment limit: 10 (expected: 10) Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

Satisfies the distribution requirement in the Biology major and the Natural World distributional requirement of the Environmental Studies program.

Hour: 1:10-3:50 W

ART

BIOL 409 Molecular Physiology (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/biol/biol409.html)

SWOAP

BIOL 413(S) Molecular Basis of Biological Clocks

Circadian rhythms have been described in all organisms studied, including humans, a wide range of other eukaryotes and several prokaryotes. With periods of about 24 hours, these rhythms regulate biochemical, cellular, physiological and behavioral activities. Circadian rhythms are generated by cellular clocks—genetically determined internal pacemakers that maintain their oscillations in the absence of environmental cues but may be reset by periodicities in the environment, especially the light-dark cycle. Only recently have we begun to understand how circadian rhythms are generated and controlled at the cellular level. This course will explore the basic biochemical features of biological clocks with the aim of understanding their crucial role in regulating key biological parameters, such as enzyme levels, levels of hormones and other regulatory molecules, and activity and sleep cycles. Class discussions will focus on readings in the original literature. Format: discussion, three hours per week. Evaluation will be based on class participation and several short papers.

Prerequisites: Biology 202. *Enrollment limit: 12 (expected: 12). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

Hour: 11:20-12:35 TR

DEWITT

BIOL 414(F) Life at Extremes: Molecular Mechanisms

All organisms face variability in their environments, and the molecular and cellular responses to stresses induced by environmental change often illuminate otherwise hidden facets of normal physiology. Moreover, many organisms have evolved unique molecular mechanisms, such as novel cellular compounds or macromolecular structural modifications, which contribute to their ability to survive continuous exposure to extreme conditions, such as high temperatures or low pH. This course will examine how chaperonins, proteases, and heat- and cold-shock proteins are regulated in response to changes in the external environment. We will then consider how these and other molecular mechanisms function to stabilize DNA and proteins—and, ultimately, cells and organisms. Other extreme environments, such as hydrothermal vents on the ocean floor, snow fields, hypersaline lakes, the intertidal zone, and acid springs provide further examples of cellular and molecular responses to extreme conditions. Biotechnological applications of these molecular mechanisms in areas such as protein engineering will also be considered. Class discussions will focus upon readings from the primary literature.

Format: discussion, three hours per week. Evaluation will be based on class participation and several short

papers.

Prerequisites: Biology 202. *Enrollment limit: 2 sections of 12 (expected: 2 sections of 8). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

Hour: 9:55-11:10 TR, 11:20-12:35 TR

TING

BIOL 416(S) Epigenetics

After decades of studies emphasizing the role of DNA in heredity, scientists are now turning their attention from genetics to a variety of heritable phenomena that fall under the heading of epigenetics, heritable changes that do not result from an alteration in DNA sequence. Research reveals that stable changes in cell function can result from, for example, stable changes in protein conformation, protein modification, DNA methylation, or the location of a molecule within the cell. Using readings from the primary literature, we will explore the epigenetic nature and molecular mechanisms underlying a diverse array of phenomena such as prion propagation, genetic imprinting, dosage compensation, transvection, centromere formation, synapse function, and programmed genome rearrangements. The significance of epigenetic processes for development, evolution, and human health will be discussed.

Format: discussion, three hours per week. Evaluation will be based on class participation and several short papers.

Prerequisites: Biology 202. *Enrollment limit: 12 (expected: 12). Open to sophomores, juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course, then to juniors.*

Hour: 9:55-11:10 TR

ALTSCHULER

BIOL 420(S) Evolutionary Genetics

Why are some amphibian genomes more than ten times larger than our own? Did humans and Neanderthals ever interbreed? What kinds of genetic changes cause speciation to occur? The field of evolutionary biology has seen a recent explosion in the use of new genetic tools and techniques to study the process of evolution. In this course we will discuss current issues in evolutionary genetics including the molecular basis of adaptation and diversification, genome evolution, the genetics of speciation, and the interpretation of population genetic patterns of variation. Class discussions will focus on readings from current primary literature.

Format: discussion, three hours per week. Evaluation will be based on participation in class discussions and several short papers.

Prerequisite: Biology 305 or permission of instructor. *Enrollment limit: two sections of 12 (expected: 12 per section). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

Hour: 9:55-11:10 TR, 11:20-12:35 TR

WILDER

RESEARCH AND THESIS COURSES

Individual research projects must be approved by the department. Application should be made to the department prior to spring registration.

NOTE: Senior thesis and independent study courses do not count as 300-level or 400-level course requirements for the major.

BIOL 297(F), 298(S) Independent Study

Each student carries out independent field or laboratory research under the supervision of a member of the department.

BIOL 493(F,S)-494(F,S)-W31 Senior Thesis

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year.

Hour: 2:35-3:50 F

Staff

CHEMISTRY (Div. III)

Chair; Associate Professor LEE Y. PARK

Professors: KAPLAN, LOVETT, PEACOCK-LÓPEZ, RICHARDSON, THOMAN. Associate Professor: L. PARK, T. SMITH. Assistant Professors: BINGEMANN*, GEHRING*, GOH, HASANAYN. Professor Emeritus: MARKGRAF. Senior Lecturer: A. SKINNER. Lecturer: MACINTIRE. Visiting Professor: R. CHANG.

MAJOR

Through a variety of individual courses and sequential programs, the department provides an opportunity for students to explore the nature and significance of chemistry, an area of important achievement in our quest for knowledge about ourselves and the world around us. The student of chemistry is able to become aware of the special viewpoint of chemists, the general nature of chemical investigation, some of its important results, how these results are expressed, and something of their significance within the fields of science and in the area of human endeavor as a whole.

A major in chemistry can be achieved in several ways, preferably beginning in the student's first year at Williams, but also beginning in the sophomore year. Building on a foundation in general chemistry, organ-

Chemistry

ic chemistry, and physical chemistry, a student elects additional advanced courses to complete a major that is consistent with his or her background in other sciences, interests, and goals. A student's program might emphasize biochemistry, organic chemistry, physical chemistry, or inorganic chemistry, with additional courses available in analytical chemistry, environmental science, and materials science. Students considering a major in chemistry should consult with a member of the department as early as possible in order to plan a program which best suits their interests and abilities and which makes full use of their previous preparation.

Usually the requirements for the major are fulfilled by completing "Required Courses" and the appropriate number of "Elective Courses." Starting at the 300 level, at least three of the courses taken must have a laboratory component. In addition, the department has a number of "Independent Research Courses" which, while they do not count toward completion of the major, provide a unique opportunity to pursue an independent research project under the direction of a faculty member.

Required Courses

Introductory Level^a

First Year: 151 (or 153 or 155), 156 Concepts of Chemistry, Organic Chemistry: Introductory Level

Second Year: 251 (or 255^b), 256^c Organic Chemistry: Intermediate Level, Foundations of Physical and Inorganic Chemistry

Quantitative Courses^d

361^e Physical Chemistry: Structure and Dynamics

364 Instrumental Methods of Analysis

366^e Physical Chemistry: Thermodynamics

367^f Biophysical Chemistry

Elective Courses

Advanced Level^g

319 Integrative Bioinformatics, Genomics, and Proteomics Lab

321 Biochemistry I-Structure and Function of Biological Molecules

322 Biochemistry II-Metabolism

324^f Enzyme Kinetics and Reaction Mechanisms

332 Materials Science: The Chemistry and Physics of Materials

335 Inorganic/Organometallic Chemistry

341 Toxicology and Cancer

342 Synthetic Organic Chemistry

344 Physical Organic Chemistry

346 Heterocyclic Chemistry

368 Quantum Chemistry and Molecular Spectroscopy

436T Bioinorganic Chemistry

464T A Theoretical Approach to Biological Phenomena

Independent Research Courses

393, 394 Junior Research and Thesis

397, 398 Independent Study, for Juniors

493-W31-494 Senior Research and Thesis

497, 498 Independent Study, for Seniors

^aAll students begin their study in the department with either Chemistry 151, 153, or 155. Placement at the introductory level is based upon performance on the departmental placement test results and consultation with the chair; results of the College Board Advanced Placement Test or the International Baccalaureate Exam are also taken into account. The first year is completed with Chemistry 156. In the second year at the introductory level, students take Chemistry 251 (or 255) and Chemistry 256 (those students who complete 155 are exempted from 256).

^bStudents wishing to pursue a research-based version of the laboratory program in Chemistry 251 may elect 255 after consultation with the chair.

^cChemistry 256 is the fourth course in the Department's Introductory-level sequence. This course is a prerequisite (or co-requisite) for all Quantitative and Advanced-level electives.

^dTo complete the major in Chemistry, students must elect any one of Chemistry 361, 364, 366, or 367. The course elected, in consultation with the chair or major advisor, will depend on the student's future plans.

^eChemistry 361 and 366 are strongly recommended for anyone considering graduate school in chemistry.

^fChemistry 367 and 324 are strongly recommended for anyone considering graduate school in biochemistry.

^gThe Chemistry major requires either nine semester chemistry courses or eight semester chemistry courses plus two approved courses from among the following: Biology 101, 102; Computer Science 134; Mathematics 103, 104, 105; Physics 131, 132; or any courses in these departments for which the approved courses are prerequisites. No more than two advanced-level organic courses may be counted toward completion of the major.

Completion of any one of the advanced-level elective courses will satisfy the College requirement that a student complete a major seminar.

For the purpose of assisting students in selecting a program consistent with their interests, the following groupings of electives and faculty advisors are suggested. However, a case can be made for selecting courses from the different groups.

Biochemistry: Chemistry 321, Chemistry 322, Chemistry 324, Chemistry 341, Chemistry 342, Chemistry 344, Chemistry 367, Chemistry 436T, Chemistry 464T (Students interested in biochemistry should consult with Ms. Gehring, Mr. Kaplan, or Mr. Lovett.)

Organic Chemistry: Chemistry 324, Chemistry 341, Chemistry 342, Chemistry 344, Chemistry 346 (Students interested in organic chemistry should consult with Ms. Goh, Mr. Markgraf, Mr. Richardson, or Mr. Smith.)

Physical and Inorganic Chemistry: Chemistry 332, Chemistry 335, Chemistry 361, Chemistry 364, Chemistry 366, Chemistry 368, Chemistry 436T, Chemistry 464T (Students interested in physical chemistry should consult with Mr. Bingemann, Mr. Chang, Mr. Peacock-López, or Mr. Thoman. Students interested in inorganic chemistry should consult with Mr. Hasanayn or Ms. Park. Students interested in materials science should consult with Ms. Goh or Ms. Park.)

The Chemistry major provides excellent preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, medicine, and the medical sciences. The major can also be useful to those whose later professional or business careers may be related to chemical materials or processes. While any accepted route through the major would permit a student to proceed to graduate study in chemistry, three electives should be considered a minimum, and the particular importance of Chemistry 321, 335, 361, 364, and 366 as preparation for advanced study should be noted. In addition, at least a semester of research and courses in computer science are strongly recommended.

Students with principal interests outside of the sciences may extend a secondary school foundation in chemistry by electing a basic two-semester introductory course of a general nature or they may elect semester courses designed for non-majors. All courses in chemistry satisfy the distribution requirement.

The department is accredited by the American Chemical Society (A.C.S.), a professional body of academic, industrial, and research chemists. The A.C.S. suggests the following courses for someone considering graduate study or work in chemistry or a related area. Students completing these courses are designated Certified A.C.S. Majors: 151 (153 or 155), 156, 251 (255), 256, 335, 361, 364, 366, 493-494; and at least two courses from 321, 322, 342, 344, 368, BIMO 401.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students interested in Biochemistry and Molecular Biology should consult with the general statement under Biochemistry and Molecular Biology in the Courses of Instruction. Students interested in biochemistry are also encouraged to complete the biochemistry courses within the chemistry major by taking 321, 322, 324, and 367 in addition to the first and second year required courses.

BIOINFORMATICS, GENOMICS, AND PROTEOMICS

Students interested in Bioinformatics, Genomics, and Proteomics should consult the general statement under Bioinformatics, Genomics, and Proteomics in the Courses of Instruction. Students interested in these areas are also encouraged to complete the biochemistry courses within the chemistry major by taking 319, 321, 322, 324 and 367 in addition to the first and second year required courses.

MATERIALS SCIENCE

Students interested in Materials Science are encouraged to elect courses from the Materials Science program offered jointly with the Physics Department, and should consult the information on page 221 describing this option.

THE DEGREE WITH HONORS IN CHEMISTRY

The degree with honors in Chemistry provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, and to report on the nature of the work in two short oral presentations and in a written thesis.

Chemistry majors who are candidates for the degree with honors take the following in addition to a major listed above:

Chemistry 493-W31-494 *Senior Research and Thesis*

The principal considerations in admitting a student to a program of independent research are mastery of fundamental materials and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation. In addition, to enroll in these courses leading to a degree with honors, a student must have a B- average in all chemistry courses or the permission of the chair. At the end of the first semester, the department reviews the student's progress and determines whether the student is a candidate for a degree with honors. The designation of a degree with honors in Chemistry or a degree with highest honors in Chemistry is based primarily on a departmental evaluation of the accomplishments in these courses and on the quality of the thesis. Completion of the research project in a satisfactory manner and preparation of a well-written thesis usually results in a degree with honors. In cases where a student has demonstrated unusual commitment and initiative resulting in an outstanding thesis based on original experimental results, combined with a strong record in all of his or her chemistry courses, the department may elect to award a degree with highest honors in Chemistry.

Chemistry

EXCHANGE AND TRANSFER STUDENTS

Students from other institutions wishing to register for courses in chemistry involving college-level prerequisites should do so in person with a member of the Chemistry Department. Registration should take place by appointment during the spring semester prior to the academic year in which courses are to be taken. Students are requested to have with them transcripts of the relevant previous college work.

COURSES FOR NON-MAJORS WITH NO PREREQUISITES

CHEM 111(S) Fighting Disease: The Evolution and Operation of Human Medicines

The past decade has seen an explosion in the number of pharmaceuticals available to doctors and their patients. Pills are now available to treat conditions as varied as depression and baldness, and a cure for the common cold is in development. A visit to the doctor now seems incomplete without a prescription. Changes in Food and Drug Administration and health insurance policies combined with the tremendous increase in advertisement of prescription drugs have also placed a larger burden on consumers in deciding which drugs to take, as well as in paying for the medication.

This course focuses on understanding, at a biochemical level, how several drugs work their curative magic as well as how they may lead to undesired side effects. We examine the processes through which drugs are discovered or created and how they are then brought to consumers. Topics range from the discovery of aspirin and the effect of World War II on the discovery of cheap treatments for malaria to advances in protease inhibitors and combination therapies which have dramatically extended the lives of AIDS patients. The main focus of the course is basic concepts in medicinal chemistry and biology which underlie the action of any drug. We also explore the connections between basic research, biotechnology companies, multinational pharmaceutical firms, patent attorneys, regulatory agencies, doctors, and insurers which eventually lead to the availability of a given drug.

This course is designed for the non-science major who does not intend to pursue a career in the natural sciences. Principles in organic chemistry and biochemistry will be developed as needed.

Format: lecture, three hours per week. Evaluation will be based on problem sets, class participation, a mid-term, a final project, and a final exam.

No prerequisites, but high school-level preparation in biology or chemistry is recommended. Students who have not taken any high school biology or chemistry courses should contact the instructor before enrolling. Students who have taken Chemistry 156 are not eligible. *Enrollment limit: 40 (expected: 30).*

Hour: 9:55-11:10 TR

T. SMITH

CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/chem/chem113.html)

CHEM 115 AIDS: The Disease and Search for a Cure (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/chem/chem115.html)

CHEM 119 Chemistry for the Consumer in the Twenty-First Century (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/chem/chem119.html)

CHEM 262T Applying the Scientific Method to Archaeology and Paleoanthropology (Same as Anthropology 262T) (Not offered 2005-2006) (W)

(www.williams.edu/Registrar/catalog/depts/chem/chem262.html)

COURSES WITH PREREQUISITES

CHEM 151(F) Concepts of Chemistry (Q)

This course provides a general introduction to chemistry for those students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. In addition to presenting an overview of chemical concepts, the course provides the foundation for the further study of organic chemistry, physical chemistry, and biochemistry, and it gives special attention to the principles of qualitative and quantitative analysis.

The principal topics include chemical bonding, molecular structure, stoichiometry, chemical equilibrium, acid-base reactions, oxidation-reduction reactions, solubility equilibria, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative weekly problem set assignments, laboratory work and reports, quizzes, one hour test, and a final exam.

Prerequisites: basic proficiency in mathematics as demonstrated in the diagnostic test administered to all first-year students at the beginning of the academic year. In lieu of that, Chemistry 151 may be taken concurrently with Mathematics 100/101/102—see under Mathematics. Chemistry 151 or its equivalent is prerequisite to Chemistry 156. Those students with a strong background in chemistry from high school are encouraged to consider Chemistry 153 or 155. *No enrollment limit (expected: 100).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T,W,R; 8-12 T; 7-11 p.m. M

LOVETT

CHEM 153(F) Concepts of Chemistry: Advanced Section (Q)

This course parallels Chemistry 151 and provides a foundation in chemistry for those students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. It is designed for those students with sound preparation in secondary school chemistry and to provide the foundation for further study of organic (Chemistry 156) or physical/inorganic (Chemistry 256) chemistry. Principal topics include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies.

Laboratory work includes synthesis, characterization (using instrumental methods such as electrochemical and spectroscopic techniques), and molecular modeling.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam.

Prerequisites: placement exam administered during First Days and permission of instructor are required.

No enrollment limit (expected: 28).

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T

PEACOCK-LÓPEZ

CHEM 155(F) Current Topics in Chemistry (Q)

This course provides a foundation in chemistry for those students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. This course is designed for those students with strong preparation in secondary school chemistry and will focus on topics in physical and inorganic chemistry and their practical applications, providing a foundation for advanced study in these areas. Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, industrial, environmental, biological, and medicinal chemistry.

Laboratory work includes synthesis, characterization, and reactivity of coordination complexes, electrochemical analysis, and molecular modeling.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam.

Prerequisites: placement exam administered during First Days and permission of instructor. *No enrollment limit (expected: 12).*

Hour: 8:00-8:50 MWF

Lab: 1-5 W,R

R. CHANG and L. PARK

CHEM 156(S) Organic Chemistry: Introductory Level (Q)

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative problem sets, laboratory performance, including written lab reports, three midterm exams, and a final exam.

Prerequisites: Chemistry 151 or 153 or 155 or placement exam or permission of instructor. *No enrollment limit (expected: 120).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,T,W,R,F; 8-12 T

RICHARDSON

CHEM 251(F) Organic Chemistry: Intermediate Level

This course is a continuation of Chemistry 156 and it concludes the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include radical chemistry, an introduction to mass spectrometry and ultraviolet spectroscopy, the theory and chemical reactivity of conjugated and aromatic systems, the concepts of kinetic and thermodynamic control, an extensive treatment of the chemistry of the carbonyl group, alcohols, ethers, polyfunctional compounds, the concept of selectivity, the fundamentals of organic synthesis, an introduction to carbohydrates, carboxylic acids and derivatives, acyl substitution reactions, amines, and an introduction to amino acids, peptides, and proteins. The coordinated laboratory work includes application of the techniques learned in the introductory level laboratory, along with new functional group analyses, to the separation and identification of several unknown samples. Skills in analyzing NMR, IR, and MS data are practiced and further refined.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on three hour exams, problem sets, laboratory performance, including written lab reports, and a final exam.

Prerequisites: Chemistry 156 or permission of instructor. *No enrollment limit (expected: 100).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,T,W,R; 8-12 T

GOH

Chemistry

CHEM 255(F) Organic Chemistry: Intermediate Level—Special Laboratory Section

This course is a continuation of Chemistry 156 and contains the same material as Chemistry 251 except for the laboratory program described below:

The aim of this advanced laboratory section is to enrich and enhance the laboratory experiences of motivated students of recognized ability by providing a laboratory program that more closely resembles the unpredictable nature and immediacy of true chemical research. Students synthesize, isolate, and characterize (using a range of modern physical and spectroscopic techniques) a family of unknown materials in a series of related experiments constituting an integrated, semester-long investigation. A flexible format is employed in which the students are responsible for helping to plan the course of their laboratory work based upon discussions with the instructor of the previous week's experimental results. Students are drawn from Chemistry 156 with placement based upon student selection and nomination by the Chemistry 156 instructor. Participants attend their regular Chemistry 251 lecture but attend the special laboratory section instead of a Chemistry 251 laboratory section.

Format: lecture, three hours per week; laboratory, four hours per week; weekly one-hour discussion. Evaluation will be based on the requirements for the Chemistry 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions.

Enrollment limit: 12 (expected: 12). Preference given to sophomores. Permission of instructor is required.

This course was developed under a grant from the Ford Foundation.

Hour: 10:00-10:50 MWF

Lab: 1-5 R

RICHARDSON

CHEM 256(S) Foundations of Physical and Inorganic Chemistry

This course treats topics in physical and inorganic chemistry, building on the themes of structure, bonding, and reactivity established in organic chemistry. As the final course in our introductory curriculum, Chemistry 256 completes the foundation required for the study of chemistry at the advanced level. Topics include chemical thermodynamics, kinetics, nuclear chemistry, electrochemistry, structure and bonding, and coordination chemistry. Laboratory work includes the synthesis, characterization, and reactivity studies of coordination complexes, kinetic, electrochemical, and spectroscopic analysis.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on homework assignments, laboratory work, hour tests, and a final exam.

Prerequisites: Chemistry 251/255, or permission of instructor. *No enrollment limit (expected: 80).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T,W,R

L. PARK

CHEM 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Computer Science 319, Mathematics 319 and Physics 319) (Q)

(See under Biology for full description.)

CHEM 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biology 321 and Biochemistry and Molecular Biology 321)

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include enzyme kinetics, mechanism and catalysis and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed.

The laboratory provides an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Biology 101 and Chemistry 251/255. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W

KAPLAN

CHEM 322(S) Biochemistry II—Metabolism (Same as BIMO 322 and Biology 322) (Q)

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams, a paper, and performance in the laboratories including lab reports that emphasize conceptual and mathematics analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 251/255. May be taken concurrently with Chemistry 256 with

permission of instructor. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W

SWOAP

CHEM 324(S) Enzyme Kinetics and Reaction Mechanisms

Enzymes are complex biological molecules capable of catalyzing chemical reactions with very high efficiency, stereo-selectivity and specificity. The study of enzymatically-catalyzed reactions gives insight into the study of organic reaction mechanisms in general, and into the topic of catalysis especially. This course explores the methods and frameworks for determining mechanisms of enzymatic reactions. These methods are based on a firm foundation of chemical kinetics and organic reaction mechanisms. The first portion of the course is devoted to enzyme kinetics and catalysis including discussions of transition state theory, structure-reactivity relationships, Michaelis-Menten parameters, pH-dependence of catalysis, and methods for measuring rate constants. As the course progresses, the concepts of mechanism and its elucidation is applied to specific enzymatic processes as we discuss reaction intermediates and stereochemistry of enzymatic reactions. Our discussions of modern methods include the use of altered reactants, including mechanism-based inactivators and genetically modified enzymes as tools for probing enzymatic reactions.

Format: lecture, three hours per week. Evaluation will be based on problem sets, quizzes, a midterm exam, a paper, and a final exam.

Prerequisites: Chemistry 251/255 and BIMO 321, or permission of instructor. *No enrollment limit (expected: 15).*

Hour: 8:30-9:45 TR

LOVETT

CHEM 332 Materials Science: The Chemistry and Physics of Materials (Same as Physics 332)

(Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/chem/chem332.html)

CHEM 335(F) Inorganic/Organometallic Chemistry

This course is designed for the student interested in the fundamentals of inorganic and organometallic chemistry. It begins with a review of bonding theory, with an introduction to the symmetry-based approach to molecular orbitals. Next, transition-metal coordination and organometallic compounds are examined, focusing on bonding, reaction mechanisms and spectroscopy; applications of these compounds in catalytic processes and organic synthesis are discussed. Some discussion of main-group chemistry and complexes is also included. Laboratory work includes the synthesis and spectroscopic characterization of a variety of inorganic materials, and will incorporate techniques involved in the preparation and handling of air-sensitive compounds.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, two hour exams, and a final exam.

Prerequisites: Chemistry 155 or 256 and 251/255. *No enrollment limit (expected: 10).*

Hour: 8:30-9:45 TR

Lab: 1-5 T

HASANAYN

CHEM 341(F) Toxicology and Cancer (Same as Environmental Studies 341)

What is a poison and what makes it poisonous? Paracelsus commented in 1537: "What is not a poison? All things are poisons (and nothing is without poison). The dose alone keeps a thing from being a poison." Is the picture really this bleak; is modern technology-based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons?

This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair. A basic understanding of organic chemistry will be required.

Format: lecture, three hours per week. Evaluation will be based on two hour tests, a class presentation and paper, participation in discussion sessions, and a final exam.

Prerequisites: Chemistry 156. *No enrollment limit (expected: 24).*

Hour: 11:00-12:15 MWF

RICHARDSON

CHEM 342(F) Synthetic Organic Chemistry

The origins of organic chemistry are in the chemistry of living things and the emphasis of this course is on the chemistry of naturally-occurring compounds. This course presents the logic and practice of chemical total synthesis while stressing the structures, properties and preparations of terpenes, polyketides and alkaloids. Modern synthetic reactions are surveyed with an emphasis on the stereochemical and mechanistic themes that underlie them. To meet the requirements for the semester's final project, each student chooses an article from the recent synthetic literature and then analyzes the logic and strategy involved in the published work in a final paper. A summary of this paper is also presented to the class in a short seminar. Laboratory sessions introduce students to techniques for synthesis and purification of natural products and

Chemistry

their synthetic precursors.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, midterm exams, laboratory work, a final project, and class participation.

Prerequisites: Chemistry 251/255. May be taken concurrently with Chemistry 256 with permission of instructor. *No enrollment limit (expected: 12).*

Hour: 9:55-11:10 TR

Lab: 1-5 M

T. SMITH

CHEM 344(S) Physical Organic Chemistry

This course extends the background derived from previous courses to the understanding of organic reaction mechanisms. Correlations between structure and reactivity are examined in terms of kinetic and thermodynamic parameters including solvent effects, isotope effects, stereochemical specificity, linear free energy relationships, acid/base theory, delocalized bonding, and aromaticity. Solvolysis reactions, pericyclic reactions, and molecular and cationic rearrangements are treated in detail.

Format: lecture/laboratory. Evaluation will be based on problem sets, two hour tests, laboratory work, and a final exam.

Prerequisites: Chemistry 155 or 256 and 251/255.. *No enrollment limit (expected: 15).*

Hour: 9:55-11:10 TR

Lab: 1-5 T

GOH

CHEM 346 Heterocyclic Chemistry (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/chem/chem346.html)

CHEM 361(F) Physical Chemistry: Structure and Dynamics

This course integrates a number of physical chemistry topics. An introduction to quantum mechanics provides students with the basis for understanding molecular structure. Statistical mechanics is then used to demonstrate the formal and quantitative link between the properties of single molecules and the thermodynamic and kinetic behavior of macroscopic collections of molecules. Rate laws, molecular dynamics, and transport properties are discussed. Applications of these principles are chosen from a variety of areas, including polymer chemistry, biochemistry, photochemistry, and solid and liquid state chemistry. Quantitative laboratory experiments and consultation with the scientific literature provide the background necessary for carrying out an independent theoretical or experimental project.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, two exams, and an independent project.

Prerequisites: Chemistry 155 or 256. *No enrollment limit (expected: 10).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,W

THOMAN

CHEM 364(S) Instrumental Methods of Analysis (Same as Environmental Studies 364)

This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Experimental methods, including absorption and emission spectroscopy in the x-ray, ultraviolet, visible, infrared, microwave, and radio frequency regions, chromatography, electrochemistry, mass spectrometry, magnetic resonance, and thermal methods are discussed, with examples drawn from the current literature. The analytical chemical techniques developed in this course are useful in a wide variety of scientific areas. The course also covers new developments in instrumental methods and advances in the approaches used to address modern analytical questions.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, exams, and an independent project.

Prerequisites: Chemistry 155 or 256 and 251/255. May be taken concurrently with Chemistry 256 with permission of instructor. *No enrollment limit (expected: 15).*

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

Hour: 11:00-11:50 MWF

Lab: 1-5 W,R

HASANAYN

CHEM 366(S) Physical Chemistry: Thermodynamics

The thermodynamic laws provide us with our most powerful and general scientific principles for predicting the direction of spontaneous change in physical, chemical, and biological systems. This course develops the concepts of energy, entropy, free energy, temperature (and absolute zero), heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science.

Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, exams, and an independent project.

Prerequisites: Chemistry 155 or 256, a basic knowledge of applied integral and differential calculus such as provided by Mathematics 104, 105, and some basic mechanics such as provided by Physics 131 or 141. *No enrollment limit (expected: 20).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,W

PEACOCK-LÓPEZ

CHEM 367(S) Biophysical Chemistry

This course is designed to provide a working knowledge of basic physical chemistry to students primarily interested in the biochemical, biological, or medical professions. Topics of physical chemistry are present-

ed from the viewpoint of their application to biochemical problems. Three major areas of biophysical chemistry are discussed: 1) the conformation of biological macromolecules and the forces that stabilize them; 2) techniques for the study of biological structure and function including spectroscopic, hydrodynamic, electrophoretic, and chromatographic; 3) the behavior of biological macromolecules including ligand interaction and conformational transitions.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets and/or quizzes, laboratory work, two hour tests, and a final exam.

Prerequisites: Chemistry 155 or 256 and 251/255, and Mathematics 104 or equivalent. *No enrollment limit (expected: 12).*

Hour: 9:55-11:10 TR

Lab: 1-5 T

KAPLAN

CHEM 368(S) Quantum Chemistry and Molecular Spectroscopy

This course provides an introduction to the basic principles of quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon developing an understanding of the quantum mechanical basis for classical chemical concepts and introducing students to current research applications. The laboratory provides an opportunity to utilize quantum mechanics in the interpretation of optical and magnetic resonance spectroscopy measured on the modern instruments available in the department. Several seminar sessions give the student direct experience with computational techniques in modern quantum chemistry. Computer experience is desirable.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, an hour test, and a final exam.

Prerequisites: Chemistry 361 or equivalent background in Physics. *No enrollment limit (expected: 5).*

Hour: 8:00-8:50 MWF

Lab: 1-5 R

THOMAS

CHEM 436T Bioinorganic Chemistry (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/chem/chem436.html)

CHEM 464T A Theoretical Approach to Biological Phenomena (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/chem/chem464.html)

RESEARCH AND THESIS COURSES

CHEM 393(F), 394(S) Junior Research and Thesis

CHEM 493(F)-W31-494(S) Senior Research and Thesis

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis. Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

CHEM 397(F), 398(S) Independent Study, for Juniors

CHEM 497(F), 498(S) Independent Study, for Seniors

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

CLASSICS (Div. I)

Chair, Professor KERRY A. CHRISTENSEN (First Semester)

Chair, Professor MEREDITH HOPPIN (Second Semester)

Professors: CHRISTENSEN***, HOPPIN, Harry C. Payne Visiting Professor of Liberal Arts: PORTER. Assistant Professor: DEKEL. Visiting Instructor: NESHOLM.

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives: art, archaeology, philosophy, religion, and especially literature and history. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; the 400-level language courses explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both introductory surveys and opportunities for more specialized study of the ancient Greco-Roman world from earliest historical times through late antiquity.

MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments which would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at

Classics

least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: *Classics* and *Classical Civilization*.

Classics: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments.

Classical Civilization: (1) Either Classics 101 or 102, and either Classics 222 or 223; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments. (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level. (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy.

In addition to the courses in *Classical Civilization*, appropriate courses from other departments or from approved study abroad programs may be elected for the major. Examples of such courses, which may vary from year to year, are ArtH 412 (*Monsters and Narrative: Greek Architectural Sculpture*), ArtH 511 (*Dionysos in Greek Art, Poetry, and Ritual*), Political Science/Philosophy 231 (*Ancient Political Theory*), and appropriate courses at the Intercollegiate Center for Classical Studies in Rome or at another approved overseas program.

Senior Colloquium: In lieu of a semester-long major seminar, majors will participate in the Senior Colloquium, a student-faculty discussion group that meets several times each semester during the senior year. Each meeting features a short presentation by a senior major followed by discussion, all in an informal setting.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally present a thesis or pursue appropriate independent study in the fall and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal before the end of the spring semester of their junior year that earns departmental approval. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 200 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 202, or equivalent language preparation. The numbering of the 400-level courses partially reflects the order in which they are offered over a two-year period for Greek and a three-year period for Latin. It also indicates a good order in which to take the 400-level courses but not an essential order, and individual students may enter the sequence at any point. While not every student will take every course, the rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies.

Classical Civilization Courses: The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a given area of classical studies. Most of the translation courses do not assume prior experience in Classics or a cross-listed field.

CLASSICAL CIVILIZATION

CLAS 101(F) Greek Literature (Same as Comparative Literature 107)

From the Homeric epics of the eighth century to the tragedies of fifth century Athens, the literature of the archaic and classical Greek world was produced by and for a "performance society" in which genres like epic and lyric, iambics and elegy, victory odes for athletes and hymns for the gods, comedy and tragedy, history and oratory and even philosophy, all developed out of the numerous and varied occasions at which both poetry (usually accompanied by music and very often by dance) and prose were performed. As we read in translation Homer's *Iliad* and *Odyssey*, Hesiod's *Theogony* and *Works and Days*, several Homeric Hymns, selections from poets like Archilochus, Sappho, Solon and Pindar, tragedies by Aeschylus, Sophocles and Euripides, comedies by Aristophanes, brief selections from the histories of Herodotus and Thucydides, and perhaps a Platonic dialogue, we will attend to the performance contexts in which these works were first produced, from the small drinking party to large festivals, and to the different kinds of audience each "genre" presupposes and, indeed, implicitly constructs. Our chief aim in doing so will be to enrich our readings of individual texts and to provide a framework for exploring some of the issues that persist in a literature produced over four turbulent centuries of social and political change, for example: the godlike in humans and yet our human limitations, particularly our mortality; whether the family and

community that survive us or the “fame” of poetry can provide adequate compensation for individuals’ mortality; gender constructions and their relation to “genres”; changing conceptions of community and of the individual’s and family’s relation to it as various types of the polis (“city-state”) develop.

Format: lecture/discussion. Evaluation will be based on short response papers, two or three 5- to 7-page papers, and a final exam.

No prerequisites. *Enrollment limit: 40 (expected: 25-30). Preference given to first-year students and sophomores.*

Hour: 9:55-11:10 TR

HOPPIN

CLAS 102 Roman Literature (Same as Comparative Literature 108) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/clas/clas102.html)

CLAS 103(S) Greek and Roman Drama: Renewal and Transformation (Same as Comparative Literature 109 and Theatre 311)

The reading list for this course includes many of the major tragedies of Aeschylus, Sophocles, and Euripides, several comedies of Aristophanes, a representative sampling of Greek and Roman New Comedy (Menander, Plautus, Terence), and a play of Seneca. One focus of the course will be on themes of renewal and transformation, whether with reference to the plays themselves or to the ongoing process by which drama, whether ancient or modern, undergoes constant metamorphosis as it is performed and reworked in different times and places. In keeping with this latter emphasis, we shall read several twentieth-century plays based on ancient myth or ancient models (*Anouilh's Antigone*, *Sartre's The Flies*, *Eliot's The Family Reunion*, *Kane's Phaedra's Love*), and students will be encouraged to create their own transformations of ancient myth and ancient models in media of their own choosing.

Format: lecture/discussion. Evaluation will be based on contributions to class discussion, submission of weekly one-page response papers, a 5- to 10-page paper, a creative project, and a mid-term and final exam. Students taking the course as Theater 311 will be expected to undertake an additional project, to be determined in consultation with the instructor.

No prerequisites. *Enrollment limit: 25 (expected: 15-20).*

Hour: 11:20-12:35 TR

PORTER

CLAS 201(F) The Hebrew Bible (Same as Comparative Literature 201, Jewish Studies 201 and Religion 201)

(See under Religion for full description.)

DEKEL

CLAS 206(S) The Book of Job and Joban Literature (Same as Comparative Literature 206, Jewish Studies 206 and Religion 206) (W)

(See under Religion for full description.)

DEKEL

CLAS 210 Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Religion 210) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under Religion for full description.)

CLAS 213 Greek Art and Myth (Same as ArtH 213) (Not offered 2005-2006; to be offered 2006-2007)

(See under Art—ArtH for full description.)

CLAS 216 Body of Evidence: Greek Sculpture and the Human Figure (Same as ArtH 216)

(Not offered 2005-2006; to be offered 2006-2007)

(See under Art—ArtH for full description.)

CLAS 221 Greek Philosophy (Same as Philosophy 221) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under Philosophy for full description.)

CLAS 222 (formerly 216) Greek History (Same as History 222) (Not offered 2005-2006; to be offered 2006-2007)

(See under History for full description.)

CHRISTENSEN

CLAS 223(F) (formerly 218) Roman History (Same as History 223)

(See under History for full description.)

CHRISTENSEN

CLAS 224(S) Helen, Desire and Language (Same as Comparative Literature 244 and Women's and Gender Studies 224) (W)

When Homer's *Iliad* introduces us to “Helen of Troy,” she is a perfectly beautiful and baleful cause of the Trojan War and, simultaneously, among its most sympathetic and innocent victims. In her struggle to be a desiring agent and not simply the passive screen onto which others project their own desires, Helen stands both inside the narrative, as a character created by it, and outside, as a commentator on the story and her own role in it. Through Helen as much as any other character, the *Iliad* explores the relation between *logos* and *eros*. Because Helen remains a key figure in Greek discourse of language and desire, and of death, loss, memory, repetition and substitution, we will focus on texts in which Helen figures prominently, including the *Iliad* and *Odyssey*, lyric poems by Sappho, Alcaeus, and Steisichorus, Aeschylus's *Oresteia*, Euripides's *Helen*, and Euripides's *Phaenomena*.

Classics

pides's *Helen*, and Gorgias' *Encomium of Helen*, and we will consider Helen in the graphic arts and religious cults. We will also venture into texts and arenas where Helen herself is not prominent or even mentioned but where thematic familiar from stories involving her are at play, e.g. Hesiod on the Muses, Pandora, Aphrodite, and Metis, several tragedies by Sophocles and Euripides, the Athenian cult of Persuasion, women's roles in familial and communal cults, and (if time permits) Plato's *Symposium* or *Phaedrus*. Among the questions we will ask: Why do discussions of *logos* regularly become discussions of *eros*, and *vice-versa*? Why do "feminine" activities— weaving, storing and preparing food, bearing children, caring for the dead—and why do traits particularly associated in Greek culture with females—lying and seductiveness, for instance—figure prominently in the discourse of *logos* and *eros*? Does this discourse engender as "feminine" poets, texts, and characters who, like Achilles and Odysseus as well as Helen, become "poets" within the texts that have created them? Where is "masculinity" located in this discourse? Format: discussion with some short lectures. Requirements: active participation in class discussion, one or two oral presentations, several shorter papers and a longer final paper (more than 20 pages total). Students may devise a final paper involving later literature either about Helen or otherwise relevant to the issues in this course.

No prerequisites. *Enrollment limit: 19 (expected: 10). Preference will be given to students who have previously studied some of the literature being read and to majors in Classics, Comparative Literature, Literary Studies, English and other literatures and in Women's and Gender Studies.*

Hour: 2:35-3:50 MR

HOPPIN

CLAS 239 The Construction of Gender in Ancient Greece and Rome (Same as History 322 and Women's and Gender Studies 239) (Not offered 2005-2006; to be offered 2006-2007)
(www.williams.edu/Registrar/catalog/depts/clas/clas239.html)

CHRISTENSEN

CLAS 301(S) Plato's Socrates and the Sophists (Same as Philosophy 301) (W)
(See under Philosophy for full description.)

CLAS 323 Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Leadership Studies 323) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under History for full description.)

CHRISTENSEN

CLAS 333 Aristotle's Ethics (Same as Philosophy 333) (Not offered 2005-2006; to be offered 2006-2007)

(See under Philosophy for full description.)

CLAS 357 Aristotle (Same as Philosophy 357) (Not offered 2005-2006; to be offered 2006-2007)

(See under Philosophy for full description.)

CLAS 360T Augustine's City of God (Same as Philosophy 360 and Religion 218) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under Philosophy for full description.)

GREEK

CLGR 101(F)-102(S) Introduction to Greek

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

This course is designed for students who are beginning Greek or have studied less than two years of Greek in secondary school. *Credit is granted for the first semester only if the second semester is taken as well. Students with some previous experience in Greek may want to enroll in CLGR 102 only. (Consult the department.)*

Format: recitation/discussion. Evaluation will be based on frequent quizzes, tests, and a final exam.

Enrollment limit: 15 (expected: 8-10).

Hour: 11:00-12:15 MWF

11:00-12:15 MWF

First Semester: PORTER

Second Semester: HOPPIN

CLGR 201(F) Intermediate Greek

Reading of selections from Hesiod and from Plato, combined with grammar review. The primary goal of this course is to develop fluency in reading Greek. We will also read the texts closely to explore important continuities and changes in Greek culture between the archaic and classical periods. The emphasis will vary from year to year, but possible subjects to be explored include: the education and socialization of the community's children and young adults; religion and cult practices; the performative aspects of epic (and choral) poetry and of prose genres like oratory and the philosophical dialogue; traditional oral poetry and storytelling and the growth of literacy; the construction of woman, of man; the development of the classical polis.

Format: recitation/discussion. Evaluation will be based on classroom participation, quizzes, tests, and a final exam.

Classics

Prerequisites: Greek 101-102 *or* two years of Greek in secondary school. *Enrollment limit: 12 (expected: 5-10).*

Hour: 2:35-3:50 MR

HOPPIN

CLGR 402(S) Homer: *The Iliad*

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* simultaneously influenced and reflected Greek conceptions of community, leadership, war, heroism, family, loyalty, the gods, justice, and much more. And nearly all of subsequent Greek literature, both poetry and prose, developed in varying degrees of dialogue with these early epic texts. In this course we will explore Homeric values, narrative style, language, and effect by reading extensive selections from the *Odyssey* in Greek, and the entire epic in translation.

Format: recitation/discussion. Evaluation will be based on class participation, oral reports, a paper or papers, perhaps a midterm, and a final exam.

Prerequisites: Greek 201 *or* permission of instructor. Greek 402 is offered alternately as a course on the *Iliad* and the *Odyssey*. Students who have taken Greek 402 on the *Iliad* may elect this course as well. *Enrollment limit: 12 (expected: 5-10).*

Hour: 2:35-3:50 TR

PORTER

CLGR 403(F) Poetry and Revolution in Archaic Greece

The age of experiment, of lyric, of tyranny, of migration and discovery, of the personal voice: it takes many images to describe the profound changes in Greek society, thought, and self-expression during the archaic era (roughly 800 to the Persian invasion of 479). We will first read selections from the lyric poets (e.g. Archilochus and Sappho, Tyrtaeus and Solon), whose concise and expressive poems reflected contemporary culture in a way the archaic epics did not. Their poems create for modern readers, as they did for the Greeks, a powerful sense of the poet's personal presence and engagement with his (or her) audience. A similar intimacy characterizes the writings of many of the pre-Socratics, from which we will next read some selections. Confident in the ability of the human mind to understand both the human and the physical world, the pre-Socratics anticipated what came to be known as philosophy and natural science. We will then turn to other writers who spoke directly about the political upheavals of the archaic age, focussing on the "tyrant narratives" of Herodotus. Throughout the semester we will also consider such significant material changes in the archaic era as the development of monumental public sculpture, the evolution of the temple, and the undertaking of vast building programs, all of which transformed the visual scale of the Greek cities and their citizens' sense of self and community.

Format: recitation/discussion. Evaluation will be based on daily translations and contributions to class discussion, several translation quizzes, an oral presentation, a final paper, and a final exam.

Prerequisites: Greek 201 *or* permission of instructor. *Enrollment limit: 12 (expected: 5-6).*

Hour: 1:10-3:50 W

CHRISTENSEN

CLGR 405 The Greek Historians: Herodotus (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/clgr/clgr405.html)

CLGR 406T Coming of Age in the Polis (Same as Women's and Gender Studies 406T) (*Not offered 2005-2006; to be offered 2006-2007*) (W)

(www.williams.edu/Registrar/catalog/depts/clgr/clgr406.html)

HOPPIN

CLGR 407 The Sophists (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/clgr/clgr407.html)

PORTER

LATIN

CLLA 101(F)-102(S) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (including Vergil's *Aeneid* and some Medieval Latin poetry, e.g., the *Carmina Burana*) and from Latin prose (e.g., Pliny's Letters and/or the Vulgate Bible). This course is designed for the student with no previous preparation in Latin or who has had only a little Latin and wishes a refresher. *Credit is granted for the first semester only if the second semester is taken as well. Students with some previous experience in Latin may want to enroll in CLLA 102 only: consult the department.*

Format: recitation/discussion. Evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam.

Enrollment limit: 18 (expected: 10-12).

Hour: 9:00-9:50 MWF

NESHOLM

CLLA 201(F) Intermediate Latin I: The Late Republic

Reading of selections from Latin prose and poetry, normally from a speech or letters by Cicero and from the poetry of Catullus. This course includes a comprehensive review of Latin grammar and aims primarily at developing fluency in reading Latin. At the same time it acquaints students with one of the most turbulent and important periods in Roman history and attends to the development of their interpretative and analytic skills.

Classics

Format: recitation/discussion. Evaluation will be based on classroom performance, quizzes, a midterm, and a final exam. Occasional oral presentations or short essays may be required as well.

Prerequisites: Latin 101-102 or 3-4 years of Latin in secondary school: consult the department. *Enrollment limit: 12 (expected: 6-10).*

Hour: 10:00-10:50 MWF

NESHOLM

CLLA 202(S) Intermediate Latin II: The Early Empire

Like Latin 201, this course pairs poetry and prose and aims to develop students' fluency in reading Latin while acquainting them with a vitally important period in Roman history. More than Latin 201, however, this course attends to the development of students' analytic and interpretive skills. We will read selections from Ovid's *Metamorphoses* and from such early imperial prose as Livy's account of the early republic or Petronius' *Satyricon*.

Format: recitation/discussion. Evaluation will be based on preparation for each class, classroom performance, quizzes, a midterm and a final exam. Several oral presentations and short essays may be required as well.

Prerequisites: Latin 201 or permission of instructor; some first-year students may be advised to enroll in Latin 202 rather than Latin 201: consult the department. *Enrollment limit: 12 (expected: 6-10).*

Hour: 1:10-2:25 MR

DEKEL

CLLA 402(S) Roman Letters

This course will explore the ancient Roman epistolary tradition. Through selections from the three major surviving collections of letters by Cicero, Pliny, and Seneca, as well as modern critical approaches to the genre, we will investigate the formal and stylistic conventions and innovations of Roman personal, political, and philosophical letter writing. We will also consider the problem of distinguishing real correspondence from literary fabrication, as well as issues related to self-presentation, friendship, and the role of letters in Roman public and private life. Finally, we will turn to the poetic appropriation of this tradition in Ovid's *Heroides*, a collection of fictional letters from mythological heroines.

Format: discussion/recitation. Evaluation will be based on class participation, a midterm exam, a short paper, and a final exam.

Prerequisites: Latin 202 or permission of instructor. *Enrollment limit: 15 (expected: 10).*

Hour: 1:10-2:25 TF

NESHOLM

CLLA 403 Roman Love Elegy (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/clla/clla403.html)

CLLA 404(F) Vergil's *Aeneid*

Although he used the *Iliad* and *Odyssey* as literary models, Vergil created a thoroughly Roman—and Italian—epic with the *Aeneid*, a poem which addresses contemporary politics (the principate of Augustus) through the figure of Aeneas, the mythical hero of Troy. We will pay close attention to the political as well as the literary background of Rome's greatest literary achievement, and one of the major issues we will explore is the degree to which Vergil's *Aeneid* provides a new model of the Roman military and political leader.

Evaluation will be based on contributions to class, a midterm exam, and a final paper.

Prerequisites: Latin 202 or permission of instructor.

Hour: 1:10-2:25 TF

DEKEL

CLLA 405 Myth, Scandal, and Morality in Ancient Rome (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/clla/clla405.html)

CHRISTENSEN

CLLA 406 Horace Odes 1-3 (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/clla/clla406.html)

HOPPIN

CLLA 407 The Rhetoric of Cruelty (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/clla/clla407.html)

CLASSICS

CLAS 493(F)-W31, W31-494(S) Senior Thesis

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

CLAS 497(F), 498(S) Independent Study

Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

COGNITIVE SCIENCE (Div. II)

Chair, Associate Professor ANDREA DANYLUK

Advisory Committee: Professors: GERRARD, KIRBY*, H. WILLIAMS. Associate Professor: DANYLUK. Assistant Professors: CRUZ, ZAKI*.

Cognitive science is concerned with how humans, non-human animals, and computers acquire, represent, manipulate, and use information. As an interdisciplinary field it combines research and theory from computer science (e.g., artificial intelligence), cognitive psychology, philosophy, linguistics, and neuroscience, and to some extent evolutionary biology, math, and anthropology. Complex issues of cognition are not easily addressed using traditional intra-disciplinary tools. Cognitive researchers in any discipline typically employ a collection of analytic and modeling tools from across traditional disciplinary boundaries. Thus, the methods and research agenda of cognitive science is broader than those of any of the fields that have traditionally contributed to cognitive science. The Cognitive Science Program is designed to provide students with the broad interdisciplinary foundation needed to approach issues of cognition.

THE CONCENTRATION

The concentration in Cognitive Science consists of six courses, including an introductory course, four electives, and a senior research project.

Minds, Brains, and Intelligent Behavior (COGS 222) is the entry-point into the concentration, and provides an interdisciplinary perspective on issues of cognition. Ideally, it should be taken before the end of the sophomore year. Emphasizing the highly interdisciplinary nature of the field, the four electives must be distributed over at least three course prefixes. In the fall of the senior year, concentrators will conduct interdisciplinary *Research in Cognitive Science* (COGS 493), supervised by members of the advisory committee from at least two departments.

REQUIRED COURSES

Cognitive Science 222	Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Cognitive Science 493	Research in Cognitive Science

ELECTIVES

Four electives are required, chosen from at least three prefixes, at most two of which can be at the 100 level.

Computer Science 108	Artificial Intelligence: Image and Reality
Computer Science 361	Theory of Computation
Computer Science 373	Artificial Intelligence
Linguistics 101	Introduction to Linguistics
Neuroscience 201	Neuroscience
Philosophy 202	Analytic Philosophy—Language and the Mind
Philosophy 331	Epistemology
Philosophy 388T	Consciousness
Psychology 221	Cognitive Psychology
Psychology 322	Concepts: Mind, Brain, and Culture
Psychology 325	Psychology of Language
Psychology 326	Decision Making

RECOMMENDED

The following courses are recommended for students seeking a richer background in cognitive science. These will not count as electives for the cognitive science concentration.

Biology 204	Animal Behavior
Biology 305	Evolution
Mathematics 433	Mathematical Modeling and Control Theory
Philosophy 209	Philosophy of Science
Psychology 201 or Statistics 101, 201, 231, or 331	

THE DEGREE WITH HONORS IN COGNITIVE SCIENCE

Formal admission to candidacy for honors will occur at the end of the fall semester of the senior year and will be based on promising performance in COGS 493. This program will consist of COGS W31-494(S), and will be supervised by members of the advisory committee from at least two departments. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors.

COGS 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as INTR 222, Philosophy 222 and Psychology 222) (Q)

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, information theory, symbolic and connectionist architectures, the neural basis of cognition, perception, learning and memory, language, action, reasoning, expert systems, and artificial intelligence.

Cognitive Science, Comparative Literature

Requirements: several short papers and self-paced weekly computer lab exercises.

Prerequisites: Psychology 101 or Philosophy 102 or Computer Science 134 or permission of instructors.

Background in more than one of these is recommended. *Enrollment limit: 25 (expected: 25).*

Satisfies one semester of the Division II requirement.

Hour: 9:55-11:10 TR

CRUZ and DANYLUK

COGS 493(F) Research in Cognitive Science

Independent empirical or theoretical research for one semester, under the guidance of two Cognitive Science faculty from different departments. Research must be interdisciplinary, but may consist of a scholarly paper, empirical research, computer or mathematical modeling, or any combination of the above. Students will meet biweekly to discuss their projects, and give oral presentations of their projects at the end of the fall semester.

COGS W31-494(S) Senior Thesis

The senior concentrator, having completed the fall research project and with approval from the advisory committee, may devote winter study and the spring semester to a senior thesis based on the fall research project.

COMPARATIVE LITERATURE (Div. I)

Chair, Professor GAIL M. NEWMAN

Professors: DRUXES, GOLDSTEIN, B. KIEFFER, KLEINER, LIMON, NEWMAN, ROUHI. Associate Professors: CASSIDAY, KAGAYA. Assistant Professors: C. BOLTON, S. FOX, FRENCH*, MARTIN, NUGENT, PIEPRZAK, VAN DE STADT, VARGAS.

Students motivated by a desire to study literature in the broadest terms, as well as those interested in particular examples of literary comparison, will find an intellectual home in the Program in Comparative Literature. The Program in Comparative Literature gives students the opportunity to develop their critical faculties through the analysis of literature in its international and multicultural context. By crossing national, linguistic, historical, and disciplinary boundaries, students of Comparative Literature learn to read texts for the ways they make meaning, the assumptions that underlie that meaning, and the aesthetic elements evinced in the making. Students of Comparative Literature are encouraged to examine the widest possible range of literary communication, including the metamorphosis of genres, forms, and themes.

Whereas specific literature programs allow the student to trace the development of one literature in a particular culture over a period of time, Comparative Literature juxtaposes the writings of different cultures and epochs in a variety of ways. The rubrics of the Program's core courses—Literary Genres, Literary Movements, Literature and Theory, and Cultural Studies—introduce the student to a variety of critical methods. Because interpretive methods from other disciplines play a crucial role in investigating literature's larger context, the Program offers courses intended for students in all divisions of the college and of all interests. These include courses that introduce students to the comparative study of world literature and courses designed to enhance any foreign language major in the Williams curriculum. In addition, the English Department allows students to count one course with a COMP prefix as an elective within the English major.

The Program supports two distinct majors in *Comparative Literature* and *Literary Studies*. The major in Comparative Literature requires advanced work in at least one language other than English and is strongly recommended for students contemplating graduate study in the discipline. Both majors provide a strong basis for any career demanding analytical, interpretive, and evaluative skills and allow the student, within a framework of general requirements, to create a program of study primarily shaped by the student's own interests.

MAJORS

Comparative Literature

The Comparative Literature major combines the focused study of a single national-language literature with a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Each student declaring the major must select a single foreign language as his or her specialty, although the serious study of literature in foreign languages other than the student's specialty is strongly encouraged. The languages currently available are French, German, Ancient Greek, Latin, Russian, and Spanish. Each student will also be paired with a faculty advisor with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

Eleven courses are required for the major:

Comparative Literature 111 The Nature of Narrative (Literary Genres)

Any three of the following core courses:

Comparative Literature 223/English 203 Reading Films (Literary Genres)

Comparative Literature 232 European Modernism (Literary Movements)

Comparative Literature 244/Classics 224/Women's and Gender Studies 224 Helen Desire and Language (Literature and Theory)

Comparative Literature

Comparative Literature 251T War in Modern Literature (Cultural Studies)
Comparative Literature 252 Modern Women Writers and the City (Cultural Studies)
Comparative Literature 253 Literature and the Body (Cultural Studies)
Comparative Literature 329/English 379 Contemporary World Novel (Literary Genres)
Comparative Literature 340 Literature and Psychoanalysis (Literature and Theory)
Comparative Literature 343/English 373 Modern Critical Theory (Literature and Theory)
Comparative Literature 344/Religion 304 From Hermeneutics to Post Coloniality (Literature and Theory)

Three literature courses in the student's specialty language, in which texts are read in the original. At least one of the three must be above the 200-level.

Three courses in which most of the course work concerns literature other than that of the student's specialty language or literary theory. These courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student's major advisor. Only one may be in English or American literature. Among the offerings of other departments that are possible, the following employ readings in English translation and are especially appropriate to the major:

English 117, 126, 202, 216, 219, 220, 341, 342, 345, 361, 371, 372
Linguistics 101, 121
Religion 210, 401
Theatre 210, 211, 330, 331

Comparative Literature 402 Senior Seminar (variable topics)

Students who are considering a major in Comparative Literature should aim to acquire intermediate-level proficiency in their specialty language by the end of the sophomore year. They should also complete core course requirements by the end of their junior year. Students pursuing the Comparative Literature major are strongly encouraged to study abroad during their junior year and may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. Students are expected to take the version of 402 offered in their senior year, even if they have previously taken 402.

Literary Studies

The Literary Studies major allows for a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Unlike the major in Comparative Literature, the Literary Studies major does not require the student to choose a specialty language, although the serious study of literature in one or more foreign languages is strongly encouraged. Each student will be paired with a faculty advisor, with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

Eleven courses are required for the major:

Comparative Literature 111 The Nature of Narrative (Literary Genres)

Any four of the following core courses:

Comparative Literature 223/English 203 Reading Films (Literary Genres)
Comparative Literature 232 European Modernism (Literary Movements)
Comparative Literature 244/Classics 224/Women's and Gender Studies 224 Helen Desire and Language (Literature and Theory)
Comparative Literature 251T War in Modern Literature (Cultural Studies)
Comparative Literature 252 Modern Women Writers and the City (Cultural Studies)
Comparative Literature 253 Literature and the Body (Cultural Studies)
Comparative Literature 329/English 379 Contemporary World Novel (Literary Genres)
Comparative Literature 340 Literature and Psychoanalysis (Literature and Theory)
Comparative Literature 343/English 373 Modern Critical Theory (Literature and Theory)
Comparative Literature 344/Religion 304 From Hermeneutics to Post Coloniality (Literature and Theory)

Five courses devoted to literature or literary theory that cover at least three different national/cultural traditions. The courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student's major advisor. Of the courses taken outside of the Program in Comparative Literature, no more than two may have the same course prefix. Students are strongly encouraged to include courses in a foreign language among these five. Among the offerings of other departments that are possible, the following employ readings in English translation and are especially appropriate to the major:

English 117, 126, 202, 216, 219, 220, 341, 342, 345, 372
Linguistics 101, 121
Religion 210, 401T
Theatre 210, 211, 330, 331

Comparative Literature 402 Senior Seminar (variable topics)

Students who are considering a major in Literary Studies should aim to complete core course requirements by the end of their sophomore year. Students who choose to study abroad during their junior year may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the

Comparative Literature

major must be at the 300 level or above. Students are expected to take the version of 402 offered in their senior year, even if they have previously taken 402.

THE DEGREE WITH HONORS IN COMPARATIVE LITERATURE OR LITERARY STUDIES

To achieve honors in Comparative Literature or Literary Studies, a student must prepare a thesis, usually 50-75 pages long, during the senior year (COMP 493-W31-494 or LIT 493-W31-494). The topic of the thesis must be comparative and/or theoretical in approach. Those majoring in Comparative Literature must include a significant amount of material in the literature of the student's specialty language. Students must apply to the Program's advisory committee for permission to pursue an honors thesis during the spring semester of the junior year.

COURSES

COMP 107(F) Greek Literature (Same as Classics 101)

(See under Classics for full description.)

COMP 108 Roman Literature (Same as Classics 102) (*Not offered 2005-2006; to be offered 2006-2007*)

(See under Classics for full description.)

COMP 109(S) Greek and Roman Drama: Renewal and Transformation (Same as Classics 103 and Theatre 311)

(See under Classics for full description.)

COMP 111(F,S) The Nature of Narrative (Same as English 120) (W)

In this course we will read first-rate fiction by first-rate writers from a wide variety of traditions and eras in an effort to understand the meaning of narrative. How does narrative technique shape our understanding of a given text? In what ways, and for what purposes, do authors create different narrators to present a story? Our texts may include writings from Antiquity, and by Cervantes, Goethe, Austen, Gogol, Balzac, Flaubert, Dostoevsky, and Kafka. We will accompany these texts with pertinent theoretical pieces by—among others—Aristotle, Plato, Culler, Benjamin, and Foucault. *All readings in English.*

Format: lecture/discussion. Requirements: active class participation, three short papers, and a final 10-page paper.

No prerequisites. *Enrollment limit: 19 (expected: 19).* (Literary Genres)

Hour: 11:20-12:35 TR

11:00-12:15 MW

First Semester: ROUHI

Second Semester: ROUHI

COMP 117(F) Introduction to Cultural Theory (Same as English 117) (W)

(See under English for full description.) (Literature and Theory)

COMP 201(F) The Hebrew Bible (Same as Classics 201, Jewish Studies 201 and Religion 201)

(See under Religion for full description.)

COMP 202(S) Modern Drama (Same as English 202 and Theatre 312)

(See under English for full description.) (Literary Genres)

COMP 203(F) Nineteenth-Century Russian Literature in Translation (Same as Russian 203)

(See under Russian for full description.)

COMP 204 Twentieth-Century Russian Literature in Translation (Same as Russian 204) (*Not offered 2005-2006*) (W)

(See under Russian for full description.)

COMP 205 The Latin-American Novel in Translation (Same as Spanish 205) (*Not offered 2005-2006; to be offered 2006-2007*)*

(See under Romance Languages—Spanish for full description.)

COMP 206(S) The Book of Job and Joban Literature (Same as Classics 206, Jewish Studies 206 and Religion 206) (W)

(See under Religion for full description.)

COMP 208(S) Fatal Passions and Happy Fools: French Theater in the Age of Louis XIV (Same as French 208)

(See under Romance Languages—French for full description.)

COMP 210(S) The Politics of Language in the Literature and Culture of U.S. Latinas/os (Same as Latina/o Studies 240)*

(See under Latina/o Studies for full description.)

COMP 211 From Voltaire to Nietzsche (Same as German 210) (*Not offered 2005-2006*)

(See under German for full description.)

COMP 220(F) Cultural Foundations: The Literature and History of Early China (Same as Chinese 224 and History 315)*

(See under Chinese for full description.)

COMP 222 The Russian Short Story (Same as Russian 222) (Not offered 2005-2006) (W)
(See under Russian for full description.)

COMP 223(S) Reading Films (Same as English 203)
(See under English for full description.) (Literary Genres)

COMP 226 Comparative Drama: The Anti-Realist Impulse (Same as English 206 and Theatre 226) (Not offered 2005-2006; to be offered 2006-2007)
(See under Theatre for full description.) (Literary Genres)

COMP 232(S) European Modernism

The course will survey modernism as an international phenomenon from around 1860 to 1930. Special attention will be given to the interplay between literary and theoretical writers, including Baudelaire, Dostoevsky, Rilke, Strindberg, Kafka, Joyce, and Woolf in the first group and Marx, Nietzsche, Freud, DuBois, and Adams in the second. We will explore the modernists' preoccupation with mentality, urban life, and sexuality and consider their responses to modernity in its economic, scientific, religious, racial, and military forms. *All readings in English.*

Format: lecture/discussion. Requirements: active participation in class discussions, oral presentations, two medium-length papers.

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference to current and prospective majors in Comparative Literature and Literary Studies. (Literary Movements)*

Hour: 9:55-11:10 TR

B. KIEFFER

COMP 235(S) China on Screen (Same as Chinese 235)*
(See under Chinese for full description.)

COMP 237(F) Gender and Desire 1200-1600 (Same as English 237 and Women's and Gender Studies 237) (W)
(See under English for full description.)

COMP 241(F) The African Novel (Same as English 241) (W)*
(See under English for full description.)

COMP 244(S) Helen, Desire and Language (Same as Classics 224 and Women's and Gender Studies 224) (W)
(See under Classics for full description.)

COMP 250(S) Confession and Deception in Japanese Literature (Same as Japanese 256) (W)*
(See under Japanese for full description.)

COMP 251T War in Modern Literature (Not offered 2005-2006; to be offered 2006-2007) (W)
(www.williams.edu/Registrar/catalog/depts/comp/comp251.html)

FRENCH

COMP 252(F) Modern Women Writers and the City (Same as Women's and Gender Studies 252)

Ambivalence has always been a vital part of literary responses to city life. Whether they praise the city or blame it, women writers react to the urban environment in a significantly different way from men. While male writers have often emphasized alienation and strangeness, women writers have celebrated the mobility and public life of the city as liberating. We will look at issues of women's work, class politics, sexual freedom or restriction, rituals of consumption, the conservation of memory by architecture, and community-building in cities like London, New York, Berlin, Paris. We will examine novels and short stories about the modern city by writers as diverse as Virginia Woolf, Gertrude Stein, Anzia Yezierska, Ann Petry, Jean Rhys, Marguerite Duras, Margaret Drabble, Ntozake Shange, Verena Stefan and Jhumpa Lahiri and Edwidge Danticat. We will consider theoretical approaches to urban spaces by feminists (Beatriz Colomina, Elizabeth Wilson), architectural historians (Christine Boyer) and anthropologists and sociologists (Janet Abu-Lughod, David Sibley, Michael Sorkin). Several contemporary films will be discussed. All readings in English.

Format: Lecture and discussion. Requirements: Two short papers and one final paper.

Prerequisites: Comparative Literature 111 or a 100-level English course. *Enrollment limit: 25 (expected: 20).*

Hour: 1:10-2:25 MR

DRUXES

COMP 253 Literature and the Body (Not offered 2005-2006; to be offered 2006-2007)
(www.williams.edu/Registrar/catalog/depts/comp/comp253.html)

VAN DE STADT

COMP 255(F) Love and Death in Modern Japanese Fiction (Same as Japanese 255)*
(See under Japanese for full description.)

COMP 257(F) Baghdad*

Some consider Baghdad to be a specter of civil-war Beirut, but behind the deluge of grim news is a rich, complex heritage. Baghdad has a long history as an intellectual milieu, literary setting and muse. This city

Comparative Literature

became a major cultural center when the Islamic Caliphate was moved there in the eighth century CE. The multiplicity of intellectual and artistic currents that flourished in Baghdad under the Abbasids would produce one of the earliest modernizing movements in poetry, a challenge to the early Islamic tradition, a wealth of translation activity and a general cultural vibrancy in a multicultural, multilingual context. The texts of the Golden Age of Baghdad would become fundamental to the Arab and Islamic cultural heritage while the city itself would continue to exert a strong creative influence in both the Middle Eastern and European artistic traditions. This influence continues to this day as Arabs and Muslims look to Baghdad as a fundamental part of their cultural heritage while Westerners continue to be intrigued and haunted by this city. In this course we will read early texts written in or about Baghdad including examples from *1,001 Nights* and from works written by al-Ma'arri, al-Mutanabbi, Abu Nuwas, al-Ghazali and al-Hallaj. We will also read more recent texts that engage this city including works by Jabra Ibrahim Jabra and Buthaina Al Nasiri. In addition to these texts, we will also view films including Sindbad movies, *The Thief of Baghdad* and *Aladdin*. The texts for this course include examples from both "high" and popular culture. These works are by both natives of Baghdad and by outsiders, including the producers of Hollywood orientalist fantasies.

Requirements: active class participation, two short-answer quizzes, two 4- to 6-page papers and a final 6- to 8-page paper.

No prerequisites. *No enrollment limit (expected: 20).*

Hour: 11:20-12:35 TR

VARGAS

COMP 260 Reading Reading: An Introduction to the Qur'an and Islam (Same as Religion 230) (Not offered 2005-2006; to be offered 2006-2007) (W)*
(See under Religion for full description.)

COMP 261(S) The Chrysanthemum and the Skyscraper: Japanese Theatre and its Contemporary Context (Same as Japanese 260)*
(See under Japanese for full description.)

COMP 302T(S) Latino Writing: Literature by U.S. Hispanics (Same as Spanish 306) (W)*
(See under Romance Languages-Spanish for full description.)

COMP 304 Dante (Same as English 304) (Not offered 2005-2006; to be offered 2006-2007)
(See under English for full description.)

COMP 305 Dostoevsky and His Age (Same as Russian 305) (Not offered 2005-2006)
(See under Russian for full description.)

COMP 306(S) Tolstoy and His Age (Same as Russian 306)
(See under Russian for full description.)

COMP 311(F) Freud and Kafka (Same as German 311)
(See under German for full description.)

COMP 312T(S) Writing Islands (Same as French 312T) (W)*

Utopia, paradise, shipwreck, abandonment, exile, death: From Shakespeare's *The Tempest* to Gilligan's *Island*, from *Robinson Crusoe* to *Survivor*, the Western fascination-even obsession-with the island as simultaneously a place of solace and a site of imprisonment stretches across the centuries. We can read these constructed sites as canvases of desire, places where the West can play out its dramas and test its confinements, but our understanding of the island can not be divorced from the historical and material contact that has allowed this imagination such freedom and popularity: histories of imperialism and unequal global power relations. In this class, we will read Western literary islands alongside islands constructed by Caribbean and non-Western writers in French and English. What happens when the island starts writing back? How do writers respond to reifications of their world? What does the island symbolize in their imaginations, both personal and national? Readings will include: Shakespeare's *The Tempest* and Aimé Césaire's *A Tempest*, Daniel Defoe's *Robinson Crusoe*, J. M. Coetzee's *Foe* and Michel Tournier's *Friday*, Homer's *The Odyssey* and Derek Walcott's *Omeros*, and writings by Jamaica Kincaid, Maryse Condé, Édouard Glissant and Daniel Maximin.

Format: tutorial. Requirements: weekly tutorial papers and oral responses. Students with little or no French are invited to take the course as Comparative Literature 312; all readings, papers and discussions will be in English. Students taking the course as French 312 will conduct Francophone readings in French and write corresponding tutorial papers and discuss Francophone readings in French.

Prerequisites: Comparative Literature 111 for Comparative Literature 312; French 109, 110, 111 or higher for French 312. *Enrollment limit: 10 (expected: 10). Preference given to French and Comparative Literature Majors and those with compelling justification for admission.*

(Cultural Studies)

Tutorial meetings to be arranged.

PIEPRZAK

COMP 319 Magic Realism (Same as English 339) (Not offered 2005-2006; to be offered 2006-2007)
(See under English for full description.) (Cultural Studies)

COMP 322T Performance Criticism (Same as Theatre 322T) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under Theatre for full description.)

COMP 329 Contemporary World Novel (Same as English 379) (Not offered 2005-2006; to be offered 2006-2007)

(See under English for full description.) (Literary Genres)

COMP 338(S) Theorizing Popular Culture: U.S. Latinas/os and the Dynamics of the Everyday (Same as Latina/o Studies 338)*

(See under Latina/o Studies for full description.)

COMP 340 Literature and Psychoanalysis (Not offered 2005-2006; to be offered 2006-2007)(W)
(www.williams.edu/Registrar/catalog/depts/comp/comp340.html) NEWMAN

COMP 342(S) Psychoanalysis, Gender, and Sexuality (Same as English 411 and Women's and Gender Studies 411)

(See under English for full description.)

COMP 343 Modern Critical Theory (Same as English 373) (Not offered 2005-2006; to be offered 2006-2007)

(See under English for full description.) (Literature and Theory)

COMP 344 From Hermeneutics to Post-Coloniality (Same as Religion 304) (Not offered 2005-2006; to be offered 2006-2007)*

(See under Religion for full description.) (Literature and Theory)

COMP 351(S) Reading Africa: Gender and Sexuality (Same as English 351 and Women's and Gender Studies 351)*

(See under English for full description.)

COMP 357(F) Creolization in Hispanic and Anglophone Caribbean Literature (W)*

An exploration of the diversity of Caribbean literature in both Spanish and English from a comparative standpoint. The course traces the West Indies' creative response to colonialism and its aftermath, including cultural and linguistic creolization, the relation between diaspora and homeland, as well as the literary revision of European canonical texts. Attention will also be paid to the impact of Francophone *négritude* on the rise of Caribbean self-fashioning. Readings and discussions conducted in English. Authors read include Alejo Carpentier, Harold Sonny Ladoo, Jean Rhys, Reinaldo Arenas, Earl Lovelace, Michelle Cliff, Luis Palés Matos, Derek Walcott, Mayra Montero, E. Kamau Brathwaite, Pedro Mir, C.L.R. James, Caryl Phillips, among others.

Format: seminar. Requirements: weekly response papers to the readings (1-2 pages), one presentation, and a final comparative research essay (15 pages).

Prerequisite: at least one 200-level literature course, or permission of the instructor. *Enrollment limit: 19 (expected : 19). In the case of overenrollment, preference will be given to Spanish and Comparative Literature majors in advanced standing.*

Hour: 2:35-3:50 MR

ABDELNOUR

COMP 358(S) Senior Seminar. Desperate Housewives and Extreme Makeovers: Novel Approaches to the Nineteenth-Century Novel (Same as French 408)

(See under Romance Languages—French for full description.)

COMP 397(F), 398(S) Independent Study

COMP 402(S) Migration and National Identity in Literature and Film: Europe and the Americas*

In this course we will examine literary and cinematic reflections upon the national self and the immigrant other. The theoretical point of departure for this examination centers around the entrenched relationship between nation and narration as discussed by literary critics such as Homi Bhabha. Do immigrants and their cultures fit in the national narrative? How can the nation be re-written and re-imagined to accommodate an assortment of voices and experiences? Many of the texts and films of this course challenge what the renowned Latin Americanist Doris Sommer has termed "foundational fictions" of the nation. Amid the friction often occasioned by differences, immigrant communities in the Americas and Europe have increasingly striven to define themselves and their relationship to their host nations as an alternative to nationalist political rhetoric which often portrays them in highly restrictive, often exclusionary ways. Along with theoretical texts, the readings for this course include works by Milton Hatoun, Tahar Ben Jelloun, Néida Piñón, Sandra Cisneros, Firoozeh Dumas, Jhumpa Lahiri and Chang-Rae Lee. Films include *My Beautiful Laundrette*, *Raising Victor Vargas*, *His Secret Life* and *Mi Vida Loca*.

Format: seminar. Requirements: active class participation, two oral reports, one 5-page paper and a 15-page final research paper.

Prerequisites: one 300-level literature or theory course, or permission from the instructor. *No minimum enrollment (expected: 15).*

Hour: 1:10-2:25 MR

VARGAS

Comparative Literature, Computer Science

COMP 493(F)-W31-494(S) Senior Thesis—Comparative Literature

COMP 497(F), 498(S) Independent Study

LIT 493(F)-W31-494(S) Senior Thesis—Literary Studies

COMPUTER SCIENCE (Div. III)

Chair, Associate Professor ANDREA DANYLUK

Professors: BAILEY*, BRUCE*, LENHART*, MURTAGH. Associate Professor: DANYLUK. Assistant Professors: FREUND*, LERNER, TERESCO. Visiting Professor: PRICE. Visiting Assistant Professor: WYMAN.

Computers play an enormously important role in our society. General-purpose computers are used widely in business and industry and are found in an increasing number of homes. Special-purpose computers are found in everything from automobile engines to microwave ovens. Understanding and exploiting the great potential of computers is the goal of research in computer science. Among the many fascinating research projects in progress in computer science today are investigations of: ways to focus more computational power on a problem through the simultaneous use of many processors in parallel; revolutionary computer languages designed to simplify the process of constructing complex programs for computers; the use of computer-generated graphic images in the arts and as a tool for visualization in the natural sciences; and the use of digital methods in global communications. The Computer Science Department at Williams seeks to provide students with an understanding of the principles underlying computer science that will enable them to understand and participate in these exciting developments.

The department recognizes that students' interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) its major; (2) a selection of courses intended primarily for those who are interested in a brief introduction to computer science or who seek to develop some specific expertise in computing for application in some other discipline; and (3) recommendations for possible sequences of courses for the non-major who wants a more extensive introduction to computer science. These offerings are discussed in detail below.

MAJOR

The goal of the major is to provide an understanding of algorithmic problem-solving as well as the conceptual organization of computers and complex programs running on them. Emphasis is placed on the fundamental principles of computer science, building upon the mathematical and theoretical ideas underlying these principles. The introductory and core courses build a broad and solid base for understanding computer science. The more advanced courses allow students to sample a variety of specialized areas of computer science including graphics, artificial intelligence, computer networks, software engineering, compiler design, and operating systems. Independent study and honors work provide opportunities for students to study and conduct research on topics of special interest.

The major in Computer Science equips students to take advantage of a wide variety of career opportunities. Thus the major can be used as a preparation for a career in computing, for graduate school, or simply to provide an in-depth study of computer science for the student whose future career will only tangentially be related to computer science.

MAJOR REQUIREMENTS

Required Courses in Computer Science

A minimum of 8 courses is required in Computer Science, including the following:

Introductory Courses

Computer Science 134	Digital Computation and Communication
Computer Science 136	Data Structures and Advanced Programming

Core Courses

Computer Science 237	Computer Organization
Computer Science 256	Algorithm Design and Analysis
Computer Science 334	Principles of Programming Languages
Computer Science 361	Theory of Computation

Electives

Two or more electives (bringing the total number of Computer Science courses to at least 8) chosen from 300- or 400-level courses in Computer Science. At least one of these must be a course designated as a PROJECT COURSE. Computer Science courses with 9 as the middle digit (reading, research, and thesis courses) will normally not be used to satisfy the elective requirements. Students may petition the department to waive this restriction with good reason.

Required Courses in Mathematics

Mathematics 251 Discrete Mathematics
and any other Mathematics course at the 200-level or higher

Students considering pursuing a major in Computer Science are urged to take Computer Science 134 and to begin satisfying their mathematics requirements early. Note in particular that Discrete Mathematics covers material complementing that in the introductory courses (Computer Science 134 and 136) and is a prerequisite for many advanced courses.

Students who take Computer Science 105, 106, 108 or 109 may use that course as one of the two electives required for the major in Computer Science. Those who count Computer Science 109 toward the major must select an elective different from Computer Science 371 (*Computer Graphics*) for their project course. Similarly, students who count Computer Science 108 as an elective cannot select Computer Science 373 as their second elective. Computer Science 315 may not be used as a second elective in conjunction with Computer Science 106 and Computer Science 336T may not be used as a second elective in conjunction with Computer Science 105. Computer Science 105, 106, 108, 109, and 134 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must normally have completed Computer Science 136 as well as Discrete Mathematics by the end of the sophomore year. A second Mathematics course at the 200-level or higher must be completed by the end of the junior year. Students are urged to have completed two of the four core courses (Computer Science 237, 256, 334, and 361) by the end of the sophomore year and must normally have completed at least three out of the four core courses by the end of the junior year.

Satisfactory participation is required in the Computer Science Colloquium by all senior majors. With the advance permission of the department, two appropriate mathematics courses numbered 240 or above may be substituted for one Computer Science elective. Other variations in the required courses, adapting the requirements to the special needs and interests of the individual student, may be arranged in consultation with the department.

Potential majors are strongly encouraged to pick up the latest copy of the *Informal Guide to Courses in Computer Science*, which can be obtained from the departmental office or on the World Wide Web at <http://www.cs.williams.edu>. This document contains much more information on the major, including suggested patterns of course selection and advice on courses relevant to different student goals.

LABORATORY FACILITIES

The Computer Science Department maintains two departmental computer laboratories for students taking Computer Science courses. The workstations in these laboratories also support student and faculty research in computer science.

THE DEGREE WITH HONORS IN COMPUTER SCIENCE

The degree with honors in Computer Science is awarded to a student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the regular major. The principal considerations in recommending a student for the degree with honors will be: mastery of core material, ability to pursue independent study of computer science, originality in methods of investigation, and creativity in research. Honors study is highly recommended for those students with strong academic records in computer science who wish to attend graduate school, pursue high-level industrial positions in computing, or who would simply like to experience research in computer science.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. Such a program normally consists of Computer Science 493 and 494 and a WSP of independent research under the guidance of a Computer Science faculty member, culminating in a thesis which is judged acceptable by the department. The program produces a significant piece of written work. The written work often includes a major computer program, depending on the nature of the honors work. All honors candidates are required to give an oral presentation of their work in the Computer Science Colloquium in early spring semester.

Students considering honors work should obtain permission from the department before registering in the fall of the senior year. Formal admission to candidacy occurs at the beginning of the spring semester of the senior year and is based on promising performance in the fall semester and winter study units of honors work. Recommendations for the degree with honors will be made for outstanding performance in the three honors courses. Highest honors will be recommended for students who have displayed exceptional ability, achievement, or originality.

INTRODUCTORY COURSES

The department offers a choice of five introductory courses—Computer Science 105: *Understanding the Web: Technologies and Techniques*, Computer Science 106: *Life as an Algorithm*, Computer Science 108: *Artificial Intelligence: Image and Reality*, Computer Science 109: *The Art and Science of Computer Graphics*, and Computer Science 134: *Introduction to Computer Science*.

Computer Science 134 provides an introduction to computer science with a focus on developing computer programming skills. These skills are essential to most upper-level courses in the department. As a result, Computer Science 134 together with Computer Science 136 are required as a prerequisite to most advanced courses in the department. Those students intending to take several Computer Science courses are urged to take Computer Science 134 early.

Those students interested in learning more about important new ideas and developments in Computer Science, but not necessarily interested in developing extensive programming skills, should consider Com-

Computer Science

puter Science 105: *Understanding the Web: Technologies and Techniques*, Computer Science 106: *Life as an Algorithm*, Computer Science 108: *Artificial Intelligence: Image and Reality*, or Computer Science 109: *The Art and Science of Computer Graphics*. Computer Science 105 explores the computing technology that underlies the internet. Computer Science 106 explores models and theories shared between computer science and biology. Computer Science 108 discusses the techniques used to construct computer systems that exhibit intelligent behavior from learning to planning and problem-solving. Computer Science 109 introduces students to the techniques of computer graphics used for the creation of artistic images. In addition, all four of these courses provide an introduction to the techniques of computer programming.

Although none of our introductory courses assume prior programming skills, some students planning to take Computer Science 134 who have no prior programming experience may find it useful to gain some programming experience together with a broader understanding of our field by taking one of the department's other introductory courses before enrolling in Computer Science 134. On the other hand, students with significant programming experience should consider electing Computer Science 136 (see "Advanced Placement" below). Students in either of these categories are encouraged to contact a member of the department for guidance in selecting a first course.

ADVANCED PLACEMENT

Students with an extensive background in computer science are urged to take the Advanced Placement Examination in Computer Science. A score of 4 or better on the exam is normally required for advanced placement in Computer Science 136.

Students who wish to be placed in Computer Science 136 but who have not taken the Advanced Placement Examination should consult with the department. Such students should have had a good course in computer science using a structured language such as Java.

PLANS OF STUDY FOR NON-MAJORS

The faculty in Computer Science believes that students can substantially enrich their academic experience by completing a coherent plan of study in one or more disciplines outside of their majors. With this in mind, we have attempted to provide students majoring in other departments with options in our department's curriculum ranging from two-course sequences to collections of courses equivalent to what would constitute a minor at institutions that recognize such a concentration. Students interested in designing such a plan of study in any department should discuss their plans in detail with a member of the faculty. We welcome such inquiries from students. To assist students making such plans, however, we include some suggestions below.

Students seeking to develop an extensive knowledge of computer science without majoring in the department are encouraged to use the major requirements as a guide. In particular, the four core courses required of majors are intended to provide a broad knowledge of topics underlying all of computer science. Students seeking a concentration in Computer Science are urged to complete at least two of these courses followed by one of our upper-level electives. Such a program would typically require the completion of a total of five computer science courses and one course in discrete mathematics.

There are several sequences of courses appropriate for those primarily interested in developing skills in programming for use in other areas. For general programming, Computer Science 134 followed by Computer Science 136 and 237 will provide students with a strong background in algorithm and data structure design together with an understanding of issues of correctness and efficiency. Computer Science 223 provides valuable exposure to the techniques and tools needed for the development and maintenance of large software systems. Students of the Bioinformatics program are encouraged to take Computer Science 106 and 134 at a minimum, and should consider Computer Science 136 and 256. The sequence of courses Computer Science 109 and 134 would provide sufficient competence in computer graphics for many students interested in applying such knowledge either in the arts or sciences. For students requiring more expertise in the techniques of computer graphics, Computer Science 136 and 371 could be added to form a four-course sequence.

There are, of course, many other alternatives. We encourage interested students to consult with the department chair or other members of the department's faculty.

GENERAL REMARKS

Divisional Requirements

All Computer Science courses listed may be used to satisfy the Division III distribution requirement.

Alternate Year Courses

Computer Science 106, 108, 109, 315, 323, 336T, 337T, 338T, 371, 373, 374T, 432, and 434 are each normally offered every other year. All other Computer Science courses are normally offered every year.

Course Numbering

The increase from 100, through 200 and 300, to 400 indicates in most instances an increasing level of maturity in the subject that is expected of students. Within a series, numeric order does not indicate the relative level of difficulty of courses. Rather, the middle digit of the course number (particularly in upper-level courses) generally indicates the area of computer science covered by the course.

Course Descriptions

Brief descriptions of the courses in Computer Science can be found below. More detailed information on the offerings in the department is available in the *Informal Guide to Courses in Computer Science*.

Courses Open on a Pass-Fail Basis

Students taking a computer science course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken on a pass-fail basis. Courses graded with the pass-fail option may not be used to satisfy any of the major or honors requirements. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.

COURSES INTENDED PRIMARILY FOR NON-MAJORS

CSCI 105(F) Understanding the Web: Technologies and Techniques (Q)

This course will enable students to understand the technology that underlies the World Wide Web and provide them with the skills needed to effectively use this medium. The course introduces techniques for creating hypermedia documents on the web. Students will learn the basics of HTML, the formatting language used to author World Wide Web documents, and a subset of Java, a language that can be used to add interactive elements to web pages. The technology that makes the Web possible is developing as rapidly as its use is growing. New facilities are introduced frequently. Web “standards” are evolving in several directions simultaneously as vendors introduce competing proposals. Accordingly, rather than simply learning how to use the Web as it is today, we will also examine the fundamental technologies that make the Web possible. These include digital encoding techniques, computer network organization, communication protocols and encryption systems. This material will leave students prepared to understand future possibilities for, and obstacles to, the development of the Internet.

Format: lecture/laboratory. Evaluation will be based on homework, laboratory work and examinations. 55% of a student's final grade will be determined by performance on examinations.

Prerequisites: Mathematics 100/101/102 (or demonstrating proficiency in the Quantitative Studies diagnostic test—see catalog under Mathematics). This course is not open to students who have successfully completed a Computer Science course numbered 136 or above. *Enrollment limit: 60 (expected: 40).*

Hour: 10:00-10:50 MWF

Lab: 1:10-2:25 R; 2:35-3:50 R

LERNER

CSCI 106 Life as an Algorithm (Same as Biology 106) (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci106.html)

BAILEY

CSCI 108 Artificial Intelligence: Image and Reality (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci108.html)

DANYLUK

COURSES INTENDED FOR BOTH NON-MAJORS AND MAJORS

CSCI 134(F,S) Digital Computation and Communication (Q)

The personal computer, the Internet, DVDs, and HDTV are just a few examples of advances in digital computing and communication technology that have transformed the mechanism we use to process and communicate information. This course explores the principles that underlie digital computation and communication. All digital information processing systems are driven by precise rules or algorithms expressed in computer programming languages. Students will develop an appreciation for the nature and limitations of such algorithms by exploring abstract algorithms for complex processes and by learning the basics of computer programming in Java. Programming topics covered will include objects, classes, methods, conditional and iterative control structures, and simple data structures using arrays or lists. The representation of information in discrete, symbolic form is ultimately what makes a system digital. We will examine digital techniques for representing information from the encoding of 0's and 1's on an optical fiber to the compression techniques that made digital video possible, always examining the tradeoffs involved in the design of such representation schemes.

Format: lecture/laboratory. Evaluation will be based on weekly programming assignments, one test program, and midterm and final examinations.

Prerequisites: Mathematics 100/101/102 (or demonstrating proficiency in the Quantitative Studies diagnostic test—see catalog under Mathematics). Previous programming experience is not required. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department. *No enrollment limit (expected: 18 per section).*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF Lab: 1-4 M,T

First Semester: MURTAGH, WYMAN

9:00-9:50 MWF, 10:00-10:50 MWF Lab: 1-4 M,T

Second Semester: MURTAGH, LERNER

CSCI 136(F,S) Data Structures and Advanced Programming (Q)

This course builds on the programming skills acquired in Computer Science 134. Special emphasis is placed on analysis, modularization, and data abstraction. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Other topics covered include analysis of algorithm complexity and program verification.

Computer Science

Format: lecture/laboratory. Evaluation will be based on programming assignments and examinations
Prerequisites: Computer Science 134 or equivalent. (Discrete Mathematics is recommended, but not required) *Enrollment limit: 36 (expected: 20).*

Hour: 9:00-9:50 MWF
10:00-10:50 MWF

Lab: 1-4 W
Lab: 1-4 W

First Semester: TERESCO
Second Semester: WYMAN

CSCI 223(F) Software Development (Q)

Building large software systems introduces new challenges to software development. Large software is built in teams over a period of several years. Typically, no individual on the team understands the entire system. In this setting, how can we build software that we are certain will work? How can we build software that is easy to understand and modify so that we can produce new versions of software with confidence that we will not break it? In this course, students will learn techniques and tools to help them address these problems and develop larger software projects, improving their skills in designing, writing, debugging and testing software. Topics include design patterns, UML, designing for maintainability, software architecture, rigorous testing, version control, project management and advanced coding techniques, including concurrency and fault tolerance.

Evaluation will be based primarily on lab assignments, examinations, and a software project developed by a small team.

Prerequisite: Computer Science 136. Includes a 1 1/2 hour weekly lab. *Enrollment limit: 30 (expected: 15).*

PROJECT COURSE

Hour: 9:55-11:10 TR

Lab: 1:10-2:35 W

LERNER

CSCI 237(F) Computer Organization (Q)

This course studies the basic instruction set architecture and organization of a modern computer. Over the semester the student learns the fundamentals of translating of higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward. Final projects focus on the design of a complex control system in hardware or firmware.

Evaluation will be based primarily on weekly labs, final design project, two exams.

Prerequisites: Computer Science 134, or both experience in programming and permission of instructor. *Enrollment limit: 40 (expected: 25).*

Hour: 11:00-11:50 MWF

Lab: 1:10-2:35 M,T

TERESCO

CSCI 256(S) Algorithm Design and Analysis (Q)

This course is concerned with investigating methods of designing efficient and reliable algorithms. By carefully analyzing the underlying structure of the problem to be solved it is often possible to dramatically decrease the computational resources needed to find a solution. Through such analysis one can also verify that an algorithm will perform correctly, as well as accurately estimate its running time and space requirements. We will present several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136, including induction, divide-and-conquer, dynamic programming, and greedy algorithms. Particular topics to be considered will include algorithms in graph theory, computational geometry, string processing, and advanced data structures. In addition, an introduction to complexity theory and the complexity classes P and NP will be provided.

Format: lecture. Evaluation will be based on problem sets and programming assignments, and midterm and final examinations.

Prerequisites: Computer Science 136 and Discrete Mathematics. *Enrollment limit: 40 (expected: 25).*

Hour: 11:00-11:50 MWF

WYMAN

CSCI 315 Computational Biology (Same as INTR 315 and Physics 315) (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci315.html)

AALBERTS

CSCI 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Mathematics 319 and Physics 319) (Q)

(See under Biology for full description.)

BANTA, WYMAN

CSCI 323 Software Engineering (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/csci/csci323.html)

LERNER

CSCI 334(S) Principles of Programming Languages (Q)

This course examines concepts and structures governing the design and implementation of modern programming languages. It presents an introduction to concepts of compilers and run-time representations of programming languages; features of programming languages supporting abstraction; and programming language paradigms including procedural programming, functional programming, object-oriented programming, polymorphism, and concurrency. Programs will be required in languages illustrating each of these paradigms, in particular ML and advanced object-oriented languages.

Format: lecture. Evaluation will be based on weekly problem sets and programming assignments, a midterm examination and a final examination.

Prerequisites: Computer Science 136. *Enrollment limit: 50 (expected: 25).*

Hour: 8:30-9:45 TR

TBA

CSCI 336T Computer Networks (*Not offered 2005-2006; to be offered 2006-2007*) (Q)
(www.williams.edu/Registrar/catalog/depts/csci/csci336.html) MURTAGH

CSCI 337T Digital Design and Modern Architecture (*Not offered 2005-2006; to be offered 2006-2007*) (Q)
(www.williams.edu/Registrar/catalog/depts/csci/csci337.html) BAILEY

CSCI 338T(S) Parallel Processing (Q)

As processor speeds approach physical limits, we will no longer be able to count on faster and faster processors being released on a regular basis. Performance increases will need to come from larger, parallel computer systems. Parallelism complicates everything from computer hardware design to operating systems and compilers to application programming, yet it will become pervasive in the not-too-distant future. This course examines methods, techniques, and languages for parallel programming, libraries and extensions to sequential languages to support parallel programming, parallel computing environments, performance analysis, efficiency and complexity of parallel algorithms, and applications of parallel computation. Readings will be taken from recent technical literature and a textbook. This course is taught in the tutorial format. Students meet weekly with the instructor in pairs to discuss the week's readings and to present solutions to problem sets. Students complete several programming projects, using parallel computers both in the department and at national supercomputing centers. There is a midterm and a final exam.

Format: tutorial. Evaluation will be based on the weekly assignments that will include both programming and written components (40%), exams (25%), and tutorial participation (10%). The final project (25%) will include a research paper and a minisymposium where each group will present their project to the class. Prerequisite: Computer Science 237, Corequisite: Computer Science 256. *Enrollment limit: 10 (expected: 10). Preference given to Computer Science majors.*

Tutorial meetings to be arranged.

TERESCO

CSCI 361(F) Theory of Computation (Same as Mathematics 361) (Q)

Formal models of computation such as finite state automata, recursive functions, formal grammars and Turing machines will be studied. These models will be used to provide a mathematical basis for the study of computability. Applications to compiler design and computational undecidability will also be covered. Format: lecture. Evaluation will be based on weekly problem sets, a midterm examination, and a final examination.

Prerequisites: Computer Science 256 or both a 300-level Mathematics course and permission of instructor. *Enrollment limit: 30 (expected: 25).*

Hour: 12:00-12:50 MWF

PRICE

CSCI 371 Computer Graphics (*Not offered 2005-2006; to be offered 2006-2007*) (Q)
(www.williams.edu/Registrar/catalog/depts/csci/csci371.html) LENHART

CSCI 373 Artificial Intelligence (*Not offered 2005-2006; to be offered 2006-2007*) (Q)
(www.williams.edu/Registrar/catalog/depts/csci/csci373.html) DANYLUK

CSCI 374T(F) Machine Learning (Q)

This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a branch of Artificial Intelligence that has as its aim the development of algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover instances of three general categories of algorithms: supervised learning algorithms (including decision tree learning, support vector machines, and neural networks), unsupervised learning algorithms (including k-means and expectation maximization), and reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory.

Format: tutorial. Evaluation will be based on presentations, problem sets, short programming exercises, empirical analyses of algorithms, and two exams.

Prerequisites: Computer Science 136 and Mathematics/Statistics 251. Computer Science 256 is recommended but not required. *Enrollment limit: 10 (expected: 10). Preference given to Computer Science majors.*

Tutorial meetings to be arranged.

DANYLUK

CSCI 397(F), 398(S), 497(F), 498(S) Reading

Directed independent reading in Computer Science.

Prerequisites: permission of the department.

Members of the Department

CSCI 432 Operating Systems (*Not offered 2005-2006; to be offered 2006-2007*) (Q)
(www.williams.edu/Registrar/catalog/depts/csci/csci432.html) TERESCO

CSCI 434(S) Compiler Design (Q)

Principles of programming language processors. Discussion and evaluation of current implementation techniques, including the applicable theory. Topics include lexical scanners, parsers, code generation, and optimization. There will be a major laboratory project in compiler writing.

Computer Science, Contract Major

Format: lecture/laboratory/discussion. Evaluation will be based primarily on problem assignments, projects, and examinations. 50% of a student's final grade will be determined by performance on examinations, 50% on homework and the programming project.

Prerequisites: Computer Science 237, Computer Science 361; Computer Science 334 is recommended.

Enrollment limit: 30 (expected: 10).

PROJECT COURSE

Hour: 11:20-12:35 TR

MURTAGH

CSCI 493(F) Research in Computer Science

This course provides highly-motivated students an opportunity to work independently with faculty on research topics chosen by individual faculty. Students are generally expected to perform a literature review, identify areas of potential contribution, and explore extensions to existing results. The course culminates in a concise, well-written report describing a problem, its background history, any independent results achieved, and directions for future research.

This course (along with Computer Science W31 and Computer Science 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors.

Evaluation will be based on class participation, presentations, and the final written report.

Enrollment is limited. Open to senior Computer Science majors with permission of instructor.

Hour: TBA

Members of the Department

CSCI W31-494(S) Senior Thesis

Prerequisites: Computer Science 493.

CSCI 499(F,S) Computer Science Colloquium

Required of senior Computer Science majors, and highly recommended for junior Computer Science majors. Meets most weeks for one hour, both fall and spring.

Hour: 2:35-3:50 F

Chair

CONTRACT MAJOR

Contract Major Advisor: PETER D. GRUDIN

Students with the talent and energy for working independently and with the strong support of two faculty advisors may undertake a Contract Major: a coherent study of an interdisciplinary subject not covered by a regularly offered major. Such a major must be in an area suitable to the talents of the faculty in residence and cannot consist of minor modifications to an existing major. A Contract Major also must conform to the structure and have the coherence of a departmental or program major—i.e., it must embody a disciplined cumulative study that moves from an elementary to an advanced level and culminates in a synthesis similar to a senior major course. Hence a Contract Major usually consists of a program of existing courses, sometimes supplemented by courses of independent study and the senior course.

The process of constructing a proposal for a Contract Major is both interesting and demanding. As part of that process, students should consider carefully the advantage of working within existing majors or programs, taking note of the considerable intellectual pleasures involved in sharing similar educational experiences with other students working within the same field. Students might also consider whether their interests could be met by completing a regular major and coordinate program, or a double major, or simply by working outside a major field in courses of special interest. Because the Contract Major represents an exceptional opportunity provided for students whose interests cannot be met through existing departmental and interdepartmental majors and programs, *it cannot be pursued in conjunction with another major.*

Students who wish to explore or propose a Contract Major should consult with the Contract Major advisor and with potential faculty sponsors as early as possible in the fall semester of the sophomore year, and then—during the sophomore year—follow these procedures:

1) The student must initiate discussion with at least two members of the faculty from differing departments who expect to be in residence during the student's senior year and who are willing to endorse the Contract Major and undertake a central role in supervising its implementation, criticism, evaluation, and ultimate validation. Since in essence faculty sponsors substitute for the student's major department, they are expected to play an important role in the Contract Major.

The student must develop, in conjunction with the faculty sponsors, a written proposal (forms and guidelines are available in the Dean's Office) which should contain:

- a) a description of the proposed major area of study and an explanation of the reasons for proposing the Contract Major. A sound and persuasive rationale for the major is crucial for obtaining approval from the Committee on Educational Policy (C.E.P.).
- b) a list of all courses in the proposed major and an explanation for each course choice. A minimum of nine semester courses, one of which must be designated the senior major course (and taken during the senior year), must be completed for a Contract Major. Normal rules governing course grades and grade point average apply for entry into and continuation in a Contract Major.
- c) a list of other courses taken or anticipated to meet College distribution requirements, including grades received in courses already completed.

Contract Major, Critical Languages

2) By mid-January, the student must meet with the Contract Major Advisor to discuss and further develop the proposal.

3) By the first day of spring semester classes, the student must submit a complete draft of the proposal to the Contract Major Advisor for feedback.

4) By the end of the fourth week of the spring semester, the student must submit the final proposal to the Contract Major Advisor. By this date also, the faculty sponsors must submit their endorsement forms to the Contract Major Advisor. If the student is essentially proposing to transform an existing coordinate program (e.g., African-American Studies, area studies programs, Environmental Studies, Women's and Gender Studies, etc.), into a Contract Major, the chair of that program should also submit to the Contract Major Advisor a statement attesting to the validity of the proposal by the end of the fourth week of the spring semester.

5) The Contract Major Advisor then conveys the proposal, a copy of the student's most recent academic progress report, the faculty sponsors' endorsement forms, and recommendations regarding the feasibility and substance of the proposal, for approval by the Committee on Educational Policy. The C.E.P., after consultation with departments and programs substantially affected by a proposal, will vote on each proposal individually and will report the decision to the Contract Major Advisor, who will notify students and sponsors before the spring registration deadline. If the time needed for C.E.P. review demands it, the Contract Major Advisor may postpone notification to students and permit them to register late without penalty. In making its decisions, the C.E.P. considers the student's academic record, the coherence and feasibility of the plan of study, and the degree of support expressed by the faculty sponsors and, if appropriate, program chairs.

Subsequent changes in a Contract Major must be requested in writing by the student and approved by the faculty sponsors as well as by the Contract Major Advisor. Where there has been substantial alteration of the original program, the Contract Major Advisor will forward the student's written request to the C.E.P. for reconsideration.

THE DEGREE WITH HONORS IN THE CONTRACT MAJOR

The route to the degree with honors in the Contract Major will normally be a senior thesis requiring two semesters and a winter study of work. In special circumstances a student may propose to substitute a one-semester course or a winter study course for one of his or her thesis courses and write a mini-thesis. The Contract Major with honors shall comprise a minimum of eleven semester courses or ten semester courses plus one winter study. One semester of independent study undertaken for the thesis may be allowed to fulfill the requirement for a senior major course.

The faculty sponsors shall determine by the end of winter study whether the student is to be admitted to honors candidacy. If not admitted to honors candidacy, the student may elect not to continue further independent study. If admitted to honors candidacy, the student shall submit a written thesis or minithesis to three faculty readers, at least one of whom shall be a faculty sponsor and at least one of whom shall not be a faculty sponsor. The outside reader or readers shall be selected by the Contract Major Advisor in consultation with the faculty sponsors. There will be a one-hour oral exam by the readers, and they shall make a final decision regarding honors.

CMAJ 493(F)-W31, W31-494(S) Senior Thesis

CMAJ 497(F), 498(S) Independent Study

CRITICAL LANGUAGES (Div. I)

Coordinator, JANE CANOVA

The Critical Languages Program enables students to study important foreign languages not taught in regular courses at Williams. The languages offered are Arabic, Hebrew, Hindi, Korean, and Swahili. Each may be studied for one year at the elementary level.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP). Students work independently with standard language textbooks and individual cassette tapes for roughly ten hours per week and attend two one-hour group review sessions per week with native-speaking tutors. Language faculty from other institutions conduct the midterm and final exams and determine the final grades.

To be eligible for a Critical Languages course, the student must:

- ◆ demonstrate proven capability for independent work and previous success in foreign language study;
- ◆ explain how study of the language will integrate with his or her major or other academic interests;
- ◆ present a letter of recommendation from a Williams faculty member;
- ◆ in some cases take a pretest for placement;
- ◆ have attained sophomore standing or higher;
- ◆ have at least a 3.00 Grade Point Average.

Interested students should obtain an application form for the desired course in early April. Forms are available at the Center for Foreign Languages, Literatures, and Cultures in Weston Hall. Students must

Critical Languages, Economics

meet with the program coordinator and hand in the completed application forms no later than one week before preregistration. The application must be approved before registering for the course.

Students should note that Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

A Critical Languages course will be scheduled only if and when at least two students are accepted into the course. Students planning to register for the course must attend an organizational meeting the first week of each semester.

Note: Elementary Arabic will be offered as a regular course beginning fall 2005. Please refer to ARABIC listing on page 61.

CRHE 201(F)-202(S) Hebrew*

This course is part of the Jewish Studies concentration.

CRHI 201(F)-202(S) Hindi*

CRKO 201(F)-202(S) Korean*

CRSW 201(F)-202(S) Swahili*

CRAB 301(F)-302(S) Intermediate Arabic*

Prerequisite: ARAB 101-102.

ECONOMICS (Div. II)

Chair, Professor RALPH BRADBURD

Professors: BRADBURD, CAPRIO**, C. HILL, HUSBANDS FEALING*, MONTIEL, SCHAPIRO, S. SHEPPARD**, ZIMMERMAN*. Associate Professors: BAKIJA, BRAINERD*, GENTRY, D. GOLLIN**, P. PEDRONI, SHORE-SHEPPARD, A. V. SWAMY. Assistant Professors: DE BRAUW**, GAZZALE, KHAN**, LOVE*, MANI**, OAK*, RAI, ROLLEIGH, SCHMIDT**, WATSON. Visiting Professors: DANIEL, FORTUNATO, HAQUE. Senior Lecturer: SAMSON§§. Visiting Assistant Professors: HONDERICH§, MEARDON.

MAJOR

Students who are beginning their sequence with Economics 110 or Economics 120 should follow the following sequence:

Economics 110 Principles of Microeconomics

Economics 120 Principles of Macroeconomics

(Economics 110 and 120 may be taken separately and in any order)

Economics 251 Price and Allocation Theory

or Economics 251M Price and Allocation Theory (*This section of the Price and Allocation Theory course will employ a somewhat more mathematical exposition of microtheory.*)

Economics 252 Macroeconomics

One statistical methods course, Economics 253 or 255, or Statistics 201 and 346. (The statistical methods course should be taken before 401.)

Three Economics electives, of which at least two must be selected from advanced electives numbered 350 to 394

Economics 401 Senior Seminar

To complete the major, economics students must receive a passing grade on the oral examination given in the course of Economics 401. A student who fails the oral examination must re-take the exam and receive a passing grade.

The primary objectives of the major are to develop an understanding of economic aspects of contemporary life and to equip the student to analyze economic issues of social policy. The introductory courses stress use of the basic elements of economic analysis for understanding and resolving such issues. The two required intermediate theory courses then provide a more thorough grounding in economics as a discipline by examining the strengths and weaknesses of the price system in allocating economics resources and by examining the aggregate processes which determine employment, inflation, and growth. A course in statistical methods (253 or 255, or alternatively, Statistics 201 plus Statistics 346) equips the major to understand and apply the basic tools of quantitative empirical analysis. Majors must take three electives, in at least two of which they apply parts of the theory learned in the required intermediate theory courses. In the senior seminar, the student studies a series of current theoretical or policy problems, applying analysis and research methods.

Note that students cannot take Economics 110 or 120 without having passed the quantitative studies exam or the equivalent.)

The normal requirement that nine economics courses be taken at Williams will usually be waived only on the basis of transferred credit deemed acceptable by the department. Credit is granted based on grades consistent with college policy on various examinations:

- ◆ Students who receive a 5 on the Microeconomics AP or Macroeconomics AP exam, or a 5 on each, may place out of Economics 110 or 120, or both, respectively, but major credit will be given for only one course.
- ◆ The Department will grant major credit for both Economics 110 and 120 to a student who receives a 6 or 7 on the higher-level Economics IB examination, and that student can place into any 200-level course or intermediate-level micro or macro course.
- ◆ For A levels credit, the Department will grant major credit for both Economics 110 and 120 to a student who receives a grade of A or B.

Prospective majors please note that instructors in all sections of Economics 251, 252, 253, and 255 feel free to use elementary calculus in assigned readings, lectures, problem sets, and examinations; therefore, Economics 110 and 120 and Mathematics 103 or its equivalent are required as prerequisites for these courses except for 251 which only requires Economics 110 and Mathematics 103 as a prerequisite. By elementary calculus is meant differentiation of single variable polynomial functions and conditions for a maximum or minimum; it does not include integration or multivariable calculus. Instructors in advanced electives (courses numbered 350-394) may also use elementary calculus in assigned readings, lectures, problem sets, and examinations. Students interested in graduate study in economics will need to study more advanced mathematics; see your advisor for specific suggestions. Students are also reminded that some courses now have specific mathematics requirements; see course descriptions.

Graduate training in economics requires more mathematical sophistication than does undergraduate economics. We encourage students who are considering pursuing a Ph.D. in Economics to take Economics 251M, Economics 255, Mathematics 105 (or 106), Mathematics 209, Mathematics 211 and Mathematics 301. As graduate schools also look for evidence of research experience and promise, we strongly encourage interested students to write a senior honors thesis in Economics.

THE DEGREE WITH HONORS IN ECONOMICS

We encourage all majors who have at least a 3.5 GPA in economics courses to consider honors. To be admitted to candidacy for honors in economics a student must complete a substantial piece of independent research. Two routes to honors are open: the *Specialization Route* and the *Thesis Route*.

- 1) *Specialization Route*, consisting of these three units:
 - a. Development of a thesis proposal in the second module of Economics 401;
 - b. An honors winter study project (W30) in January of the senior year;
 - c. Economics 404 Honors Seminar.

Students who have notified the department of their interest in writing an honors thesis will use the second module of Economics 401 to develop a thesis proposal. Such proposals frequently build on research papers completed for advanced electives, but this is not a requirement. If the proposal is accepted, the student will be admitted to W30. The department provides a memorandum to majors with more details every spring and fall.

- 2) *Thesis Route* (Economics 493-W31-494):

A few students each year will be accepted for year-long thesis research on a subject closely related to the scholarly interests of a faculty member. A student who hopes to do such independent and advanced research in close association with a faculty member should begin to work out a mutually satisfactory topic early in the second semester of his or her junior year. Application to the department must be made before the end of the junior year by submitting a detailed proposal for work under the supervision of the faculty member. The WSP of the senior year is also spent on the thesis.

The *College Bulletin* states that students who wish to receive honors must take at least one course in addition to the minimum number required for the major. Students who pursue a year-long thesis and therefore take *both* Economics 493 and 494 may substitute Economics 493 for an upper-level elective if they wish to. Students who pursue the Specialization Route to Honors may *not* substitute Economics 404 for an upper- (or lower-) level elective requirement.

AFRICAN-AMERICAN STUDIES AND AREA STUDIES

A major in economics who concentrates in African-American or Area Studies may substitute the non-economics courses in the concentration for one lower-level elective in the Economics major, but not for an advanced elective (350-394).

Note on Course Numbers: Courses between 201 and 240 are lower-level electives and are open to first-year students who have taken 110 or 120 (or 101). Courses between 260 and 349 are intermediate electives which do not build on specific prior experience, but do require some maturity, so they have *any two economics courses or permission of instructor* as prerequisites. Courses 350 and above are advanced electives primarily designed for Economics and Political Economy majors and have intermediate theory prerequisites.

ECON 110(FS) Principles of Microeconomics (Q)

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications.

Economics

tions of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy. This course is required of Economics majors and highly recommended for those non-majors interested in Environmental Studies, Women's and Gender Studies and Political Economy. The department recommends that students follow this course with Principles of Macroeconomics or with a lower-level elective that has Economics 110 as its prerequisite. Students may alternatively proceed directly to Intermediate Microeconomics after taking this introductory course.

Format: lecture/discussion. Requirements: problem sets, quizzes, short essays, midterm, final exam.

No prerequisites. *Enrollment limit: 40 (expected: 40).*

Hour: 1:10-2:25 MR, 2:35-3:50 MR, 9:55-11:10 TR

First Semester: ROLLEIGH, WATSON

2:35-3:50 MR, 8:30-9:45 TR, 11:00-12:15 MWF

Second Semester: BRADBURY, GAZZALE, WATSON

ECON 120(FS) Principles of Macroeconomics (Q)

An introduction to the study of the aggregate national economy. Develops the basic theories of macroeconomics and applies them to topics of current interest. Explores issues such as: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; and the workings of exchange rates and international trade. Economics 110 and 120 may be taken in either order.

Format: lecture/discussion. Requirements: problem sets, short essays, midterm(s), final exam.

No prerequisites. *Enrollment limit: 40 (expected: 40).*

Hour: 8:30-9:45 MWF, 11:00-12:15 MWF, 1:10-2:25 MR

First Semester: DANIEL, BAKIJA

8:30-9:45 TR, 9:55-11:10 TR, 2:35-3:50 MR, 11:20-12:35 TR

Second Semester: MEARDON, SAMSON, BAKIJA

ECON 203(F) Gender and Economics (Same as Women's and Gender Studies 203)

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

Format: lecture/discussion. Requirements: short papers, a midterm, and a final.

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 25).*

Hour: 11:20-12:35 TR

SCHMIDT

ECON 204(S) Economic Development in Poor Countries (Same as Environmental Studies 234)*

This is an introduction to the economies and development problems of the poorer countries in Africa, Asia, and Latin America. We shall discover both the roots and the extent of these problems, and explore possible solutions. The course begins by investigating how different socio-historical environments have shaped various third world economies. Then, keeping this in context, it attempts to get an idea of the best feasible policies to tackle a whole range of critical development issues. These issues include poverty and its alleviation, the population explosion, employment and migration patterns, raising education and health standards, and making agriculture and industry more efficient. Finally, we will consider some broader international issues—like patterns of trade, foreign aid, and the international debt crisis.

Each student will be expected to study these issues for an individual country or region, attempting to get an idea of the socio-economic context from reading examples of relevant third world literature.

Format: lecture. Requirements: exams.

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 35).*

Hour: 1:10-2:25 TF

A. V. SWAMY

ECON 205 Public Finance (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/econ/econ205.html)

ECON 207(S) China's Economic Transformation Since 1980 (Same as Asian Studies 207)*

Over the past twenty years, China has undergone an unprecedented economic turnaround. Since opening the economy, average incomes in China have quadrupled and over 250 million people have been lifted out of poverty. In this course, we will study the transformation of China's economy from several perspectives. First, we will study the wildly successful transition of China from a commune-based economy to "market socialism." Within this study, we will discuss the ways that institutions and organizational structures in China have led to and have been changed by the economy in transition. We will then discuss the effects of trade on China's economy, and conclude by exploring the effect of China's rapid economic expansion on the environment. Throughout the course, we will consider ways China's economy will continue to change

Economics

over the next ten to twenty years.

Requirements: at least one research paper and exam(s).

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 20).*

Hour: 1:10-2:25 MR

DE BRAUW

ECON 208 Modern Corporate Industry (Not offered 2005-2006) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ208.html)

BRADBURY

ECON 209 Labor Economics (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/econ/econ209.html)

BRAINERD

ECON 213 The Economics of Natural Resource Use (Same as Environmental Studies 213)

(Not offered 2005-2006) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ213.html)

D. GOLLIN

ECON 221(S) Economics of the Environment (Same as Environmental Studies 221) (Q)

This course provides an introduction to the study of environmental economics. The goal is to convey an understanding of theoretical concepts as they apply to real-world environmental problems. Particular attention is given to situations where the free market fails to provide optimal outcomes. The theory includes externalities, public goods, common property resources, taxes, standards, tradable pollution permits, and inter-temporal discounting. Topics include benefit-cost analysis, non-market valuation, choice of different policy instruments (i.e., command-and-control versus market-based), renewable and non-renewable resource management, economic growth and the environment, and international environmental treaties.

Format: lecture/discussion. Requirements: written problem sets, short essays, midterm and final exam.

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 25). Preference given to Economics majors. This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

Hour: 11:20-12:35 TR

CARBONE

ECON 230(F) The Economics of Health and Health Care (W)

This course analyzes the economics of health by applying standard microeconomic tools to the particular problems of health and health care markets. The course focuses on three broad issues: the inputs to health and the demand for health care, the structure and consequences of public and private health insurance, and the supply of health care. Special attention will be devoted to topics of current public concern, including the problems of rising costs and cost containment, health insurance reform, the changing nature of health care provision, changing public policies in the Medicare and Medicaid programs, hospital competition, and the determinants and consequences of technological change in medicine.

Format: lecture/discussion. Requirements: several short papers, a midterm exam and a final exam.

Prerequisites: Economics 110. *Enrollment limit: 19 (expected: 19).*

Hour: 9:55-11:10 TR

SHORE-SHEPPARD

ECON 235 Urban Centers and Urban Systems (Not offered 2005-2006) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ235.html)

S. SHEPPARD

ECON 240T Colonialism and Underdevelopment in South Asia (Not offered 2005-2006) (W)*

(www.williams.edu/Registrar/catalog/depts/econ/econ240.html)

A. V. SWAMY

ECON 251(FS) Price and Allocation Theory (Q)

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis. Instructors may use elementary calculus in assigned readings, lectures, exams, and problems.

Format: lecture. Requirements: problem sets, one or two midterms, and a final exam.

Prerequisites: Economics 110 and Mathematics 103 or its equivalent. *Enrollment limit: 25 (expected: 25).*

Hour: 8:30-9:45 TR, 9:55-11:10 TR, 8:30-9:45 MWF

1:10-2:25 MR, 2:35-3:50 MR, 1:10-2:25 TF

First Semester: CARBONE, RAI
Second Semester: GENTRY, MANI

ECON 251M(FS) Price and Allocation Theory (Q)

These sections of Economics 251 will employ a somewhat more mathematical exposition of microtheory and require Mathematics 105 or the equivalent.

Hour: 11:00-12:15 MWF

9:55-11:10 TR

First Semester: RAI
Second Semester: MANI

ECON 252(FS) Macroeconomics (Q)

A study of macroeconomic theory and policy: the determinants of aggregate output, employment and prices, and the tools of monetary and fiscal policy used by the government in attempts to promote growth and limit inflation. The purpose is both to explain macroeconomics theory and to use it as a framework for discussing the current state of the U.S. economy and for analyzing recent economic policy. Instructors may use elementary calculus in assigned readings, exams, and lectures.

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Format: lecture. Requirements: problem sets, two midterms, and a final exam.

Prerequisites: Economics 110 and 120 and Mathematics 103 or its equivalent. *Expected enrollment: 30.*

Hour: 9:55-11:10 TR, 11:20-12:35 TR

First Semester: PEDRONI

8:30-9:45 TR, 9:55-11:10 TR, 8:30-9:45 MWF, 11:00-12:15 MWF

Second Semester: DANIEL, KHAN

ECON 253(FS) Empirical Economic Methods (Q)

An introduction to applied quantitative economic analysis. The course will acquaint students with the empirical dimension in economic research by familiarizing them with the basic empirical methods used by economists and with their strengths and limitations. Emphasis throughout will be on the practical application of the principles being developed. Computer work will be part of the course, but no previous training in computers is expected. Instructors may use elementary calculus in assigned readings, exams, and lectures. Students may substitute the combination of Statistics 201 and 346 for Economics 253 or 255.

Format: lecture. Requirements: problem sets, two midterms, and a final exam.

Prerequisites: Mathematics 103 or its equivalent and one course in Economics. *Enrollment limit: 35 (expected: 30).*

Hour: 1:10-2:25 TF, 2:35-3:50 TF

First Semester: A. V. SWAMY

8:30-9:45 MWF, 1:10-2:25 TF

Second Semester: DE BRAUW, SHORE-SHEPPARD

ECON 255(S) Econometrics (Q)

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy. Students may substitute the combination of Statistics 201 and 346 for Economics 253 or 255.

Format: lecture. Requirements: problem sets, two midterms, and group presentations.

Prerequisites: Mathematics 105 and Statistics 101 (*formerly* Mathematics 143) or Statistics 201 or equivalent *plus* one course in Economics. *Enrollment limit: 25 (expected: 25).*

Hour: 2:35-3:50 TF

WATSON

ECON 301(F) Economic Liberalism and Its Critics (Same as Political Economy 301 and Political Science 333)

(See under Political Economy for full description.)

ADVANCED ELECTIVES

ECON 351(F) Tax Policy (Q) (W)

The tax system is a major element of public policy. In addition to raising revenue for government expenditure programs, policymakers use the tax system to redistribute resources and to promote a variety of economic policies. For example, the United States tax system has specific rules to encourage savings, education, and investment. Inherently, many tax policy choices involve trade-offs between equity and efficiency. The purpose of this course is to clarify the goals and possibilities of tax policy, mainly through an examination of U.S. federal tax policy (though the search for possible reforms may lead us to examine policies from other countries). The course will examine the choice of the tax base (income or consumption), notions of fairness in taxation (e.g., the rate structure), the choice to tax corporate income separately from personal income, and a variety of specific tax policy issues (e.g., retirement saving, child care, the "marriage" tax, capital gains taxation, and the taxation of housing).

Format: seminar/discussion. Requirements: short policy memos, paper, and final exam.

Prerequisites: Economics 251 and preferably some familiarity with statistical analysis. *Enrollment limit: 19 (expected: 19). Preference given to senior Economics majors.*

Hour: 9:55-11:10 TR

GENTRY

ECON 353(F) Decision Theory (Q)

Studies of decision-making suggest that most people substantially violate even undemanding models of rationality. Are people truly irrational, and, if so, can anything be done about it? This course focuses on normative decision-making (how we should make decisions under general conditions), descriptive decision-making (how we do make decisions under actual conditions), and the contrast between the two. We proceed to a view of prescriptive decision-making, or how we might combine normative and descriptive insights to improve decision-making and judgment. Topics include decision-analytic methods for improving decision-making rigor (e.g., decision trees); microeconomic concepts and tools for optimization problems; game theory as appropriate; insights from cognitive psychology on heuristics (short cuts) that sometimes help, but often distort, decision-making; integrated models of judgment that call for both analysis and intuition; insights from the newly-emerging studies of judgment and wisdom. Until a few years ago, this topic was given normative treatment in departments of engineering, statistics and economics, and was separately taught as a descriptive science in departments of psychology. The apparent value of combining the two into a single, prescriptive analysis of decision-making and judgment has led to a recent wave of interdisciplinary approaches such as the one adopted in this course.

Requirements: multiple problems and case analyses, one project, final exam.

Prerequisites: Economics 251 and Mathematics 104 or higher or permission of instructor. Statistics 101 or 201 helpful but not required. *Enrollment limit: 25 (expected: 25).*
 Hour: 7:00-9:40 p.m. M

FORTUNATO

ECON 357I(S) The Strange Economics of College (W)

This tutorial applies economic theory and econometric techniques in analyzing selected topics relating to the economics of higher education. The intent is not to try to expose you to all aspects of higher education economics. Instead, we will focus on issues of college access and choice, pricing policy, productivity, economic and non-economic educational returns, academic tenure, selective admission, peer effects, and merit aid.

Format: tutorial; will meet in groups of 3. Evaluation will be based on the economic substance and writing effectiveness of revised drafts of four 8-page papers along with eight 4-page critiques, as well as the quality of the oral presentations and the contribution to tutorial discussions.

Prerequisites: Economics 251. *Enrollment limit: 6 (expected: 6). Preference given to juniors and seniors.*
 Tutorial meetings to be arranged. SCHAPIRO

ECON 358 International Economics (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/econ/econ358.html)

KHAN

ECON 359(F) The Economics of Higher Education

This seminar explores the economics and financing of colleges and universities, with a particular focus on contemporary policy issues. A structured sequence of readings and case studies serve as the backbone of the course. Course materials will apply economic theory to selected policy issues, including tuition and financial aid, the individual and societal returns of higher education, and academic labor markets. The course will also introduce students to the financial structure and management of colleges, including funding sources, budget processes, and policies and issues regarding the finance of higher education.

Evaluation will be based on several written case studies, a student research project, a final exam, and class discussion/participation.

Prerequisites: Economics 251, Economics 253 or 255 (or Statistics 101—formerly Mathematics 143). *Enrollment limit: 15 (expected:15). While significant background in Economic Theory and Econometrics is preferred, non-Economics majors are encouraged to contact the instructor to discuss their interest in the course. Such students should be willing to devote the extra time necessary to master the technical vocabulary and economic concepts included in some of the readings.*
 Hour: 11:00-12:15 MWF

HILL

ECON 360(F) International Monetary Economics

This course studies the macroeconomic behavior of economies that trade both goods and assets with other economies: international financial transactions, especially the buying and selling of foreign money, the role of central banks and private speculators in determining exchange rates and interest rates, and the effects of international transactions on the overall performance of an open economy. Additional topics may include the “asset market approach” to exchange rate determination, the nature and purpose of certain international institutions, and important current events.

Format: lecture. Requirements: two hour tests and a choice between a 10-page paper or a comprehensive final.

Prerequisites: Economics 251 and 252. *Enrollment limit: 20 (expected: 20).*

Hour: 11:00-12:15 MWF

MONTIEL

ECON 362(S) Global Competitive Strategies

This course examines the ways in which a country’s factor endowments, domestic market characteristics, and government policies promote or impede the global expansion of its industries and corporations. First, actual trade and investment decisions of multinational corporations are analyzed and compared to the predictions of international trade theory. Second, competitive strategies of indigenous and foreign rivals in U.S., Pacific rim, and European markets are explored. Third, the efficacy of government policies in promoting the competitiveness of industries in global markets is discussed. Case studies of firms, industries, and countries will be utilized.

Format: lecture/discussion. Requirements: a research paper and exam(s).

Prerequisites: Economics 251. *Enrollment limit: 20 (expected: 20). Preference given to senior Economics majors.*

Hour: 7:00-9:40 p.m. M

FORTUNATO

ECON 363(S) Money and Banking

This course consists of three broad areas of study. First, we will explore the role of money and its interaction with other economic variables. Second, we will study the role of the central bank and the conduct of monetary policy. Although special attention will be given to the organization and the operation of the Federal Reserve System, other monetary policy regimes will also be considered. Finally, we will look at the role of financial intermediaries (especially banks) in the flow of funds between savers and investors.

Format: lecture. Requirements: problem sets, paper, midterm, and a final exam.

Prerequisites: Economics 252. *Enrollment limit: 25 (expected:25).*

Hour: 11:00-12:15 MW

CAPRIO

Economics

ECON 364 Incentives and Information (Not offered 2005-2006) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ364.html)

RAI

ECON 366 Rural Economies of East Asia (Not offered 2005-2006)*

(www.williams.edu/Registrar/catalog/depts/econ/econ368.html)

DE BRAUW

ECON 367(S) Empirical Methods in Macroeconomics (Same as Economics 514) (Q)

Macroeconomics and related fields in international finance and development have evolved specialized empirical techniques, known generally as macroeconometrics, which are designed to meet the practical challenges that the data and the empirical questions pose in these fields. The course will introduce the theory and application of these techniques, and students will learn how to implement these techniques using real world data to address practical questions drawn from the fields of macro, international finance and development. Topics to which these techniques will be applied include business cycle analysis and forecasting, sources of exchange rate volatility and determinants of long run economic growth. Computer work and programming will be an integral part of the course, but no previous training is expected.

Format: seminar. Requirements: short empirical projects, midterm, term paper.

Prerequisites: Economics 255 or equivalent and Economics 252. *Enrollment limit: 20 (expected: 20).*

Hour: 1:10-2:25 MR

PEDRONI

ECON 369 Agriculture and Development Strategy (Same as Economics 512) (Not offered 2005-2006)

(See under Economics 512 for full description.)

ECON 371 Economic Justice (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/econ/econ371.html)

ZIMMERMAN

ECON 372 Public Choice (Not offered 2005-2006) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ372.html)

OAK

ECON 374T(S) Poverty and Public Policy (W)

Since 1965, the annual poverty rate in the United States has hovered between 10 and 15 percent, though far more than 15 percent of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in this country. These policies include safety net programs (Aid to Families with Dependent Children/Temporary Assistance to Needy Families, Food Stamps, Medicaid, and housing assistance), education programs (Head Start and public primary and secondary education), and parts of the tax code (the Earned Income Tax Credit). We will explore the design and functioning of these programs, focusing on questions economists typically ask when evaluating public policy: Does the policy achieve its goals? Does the design of the policy lead to unintended effects (either good or bad)? Could it be redesigned to achieve its goals in a more cost-effective manner? Through in-depth study of these programs, students will learn how economists bring theoretical models and empirical evidence to bear on important questions of public policy.

Format: tutorial. Evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues.

Prerequisites: Economics 253 or 255 or Statistics 201 or permission of the instructor. *Enrollment limit: 10 (expected 10). Preference given to majors if overenrolled.*

Tutorial meetings to be arranged.

SHORE-SHEPPARD

ECON 375T Speculative Attacks and Currency Crises (Not offered 2005-2006) (W)

(www.williams.edu/Registrar/catalog/depts/econ/econ375.html)

MONTIEL

ECON 376 The Economics of Labor (Not offered 2005-2006) (W)

(www.williams.edu/Registrar/catalog/depts/econ/econ376.html)

BRAINERD

ECON 381 Regulation of Business (Same as Economics 519) (Not offered 2005-2006)

(See under Economics 519 for full description.)

ECON 382(S) Industrial Organization

This course examines the interaction of firms and consumers in monopoly and imperfectly competitive markets. We begin with an investigation of how firms acquire market power. Using game theoretic models, we then analyze the strategic interaction between firms to study their ability to protect and exploit market power. Aspects of strategic decision-making that we shall study include: price discrimination, product selection, firm reputation, bundling and collusion. We conclude with a discussion of the role of anti-trust policy. Theoretical models will be supplemented with case studies and empirical papers.

Format: lecture/discussion. Requirements: There will be several problem sets as well as a midterm and final examination. A group paper and presentation will also be required.

Prerequisites: Economics 251 and preferably some familiarity with statistical analysis. *Enrollment limit: 25 (expected: 25). Preference given to senior majors.*

Hour: 11:20-12:35 TR

GAZZALE

ECON 383(S) Cities, Regions and the Economy

Cities and urbanization can have significant impacts on the economy. In many developed economies, a process of regional decline is associated with older, industrial cities. In developing countries, the process of

economic growth is generally associated with increasing urbanization. Urbanization, with its increasing concentration of population and production, puts particular pressure on markets to allocate resources for provision of land, housing, transportation, labor and public goods. Urbanization can alter the productivity of land, labor, and capital in ways that can improve the welfare of residents and the performance of the broader economy. In this course we will examine these conflicting economic forces and examine some recent research that contributes to our understanding of the difference between regional growth and decline, and the role that the urban structure plays in these processes. We will examine the function of land, housing, transportation, and labor markets in the urban context, and the scope for public policies to improve the performance of the regional economy.

Format: lecture/discussion. Requirements: two midterms and a research paper.

Prerequisites: Economics 251. *Enrollment limit: 20 (expected: 20). Preference given to seniors and juniors.*

Hour: 2:35-3:50 TF

S. SHEPPARD

ECON 384(F) Corporate Finance (Q)

This course is similar to Economics 317, but it is at a more advanced level and is especially designed for economics and political economy majors. While 317 focuses on financial markets, 384 is a managerial perspective of how managers operate in these markets. This course analyzes the major financial decisions facing firms. Topics include capital budgeting, links between real and financial investments, capital structure choice, dividend policy, and firm valuation. Additional topics may include issues in corporate governance, managerial incentives and compensation, and corporate restructuring, such as mergers and acquisitions. A student may not receive credit for both 317 and 384.

Format: lecture/discussion. Requirements: problem sets, short projects such as case write ups, midterm, and a final exam.

Prerequisites: Economics 251, 252, and some familiarity with statistics (e.g., Economics 253 or 255). *Enrollment limit: 20 (expected: 20). Preference given to senior Economics majors.*

Hour: 2:35-3:50 MR

GENTRY

ECON 385(S) Games and Information (Q)

This course is a mathematical introduction to strategic thinking and its applications. Ideas such as Nash equilibrium, commitment, credibility, repeated games, incentives and signaling are discussed. Examples are drawn from economics, politics, history and everyday campus life. Applications include auctions, labor contracts, debt relief, and corruption.

Format: lecture/discussion.

Requirements: exams, problem sets and a substantial final project that involves modeling a real world situation as a game.

Prerequisites: Economics 251; Mathematics 105 (or permission of the instructor). *Enrollment limit: 15 (expected: 15). This course is part of the Critical Reasoning and Analytical Skills initiative.*

Hour: 1:10-2:25 MR

RAI

ECON 386(S) Environmental Policy and Natural Resource Management (Same as Economics 515 and Environmental Studies 386)

This course considers environmental protection and natural resource management as an element of development policy and planning. Economic concepts are applied to environmental and natural resource problems as they relate to developing countries. Questions to be covered include the following: How do institutions affect patterns of resource use? What is the relationship between economic growth and demand for environmental quality? How does trade affect environmental quality and resource exploitation? What are the tradeoffs between efficiency and equity when it comes to environmental protection and natural resource management? What are strategies for measuring and implementing sustainable development? Course subject matter consists of a combination of analytical models and country-specific studies.

Format: lecture/discussion. Requirements: written problem sets, research paper, midterm and final exam.

Prerequisites: Economics 251. *Enrollment limit: 25 (expected: 25)*

Hour: 2:35-3:50 MR

CARBONE

ECON 387 Economic Transition in East Asia (Same as Economics 517) (Not offered 2005-2006)*

(See under Economics 517 for full description.)

ECON 395 Development Finance (Same as Economics 508) (Not offered 2005-2006) (Q)

(See under Economics 508 for full description.)

ECON 397(F), 398(S) Independent Study

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

With permission of the department, an approved project may count as one of the two advanced electives required for the major.

Prerequisites: consent of an instructor and of the department chair.

Members of the Department

Economics

ECON 401(F) Senior Seminar

The primary emphasis of this senior course is to strengthen the student's skill and sensitivity in applying economic analysis and research methods to social policy problems and theoretical issues. A series of current issues will be examined in seminars, with students carrying substantial responsibility in investigating relevant theoretical analyses and empirical information, and conducting the seminar discussion.

Format: seminar. Requirements: one long and one short paper, and an oral exam. *Students must pass the oral exam as a requirement to completing the major.*

Prerequisites: Economics 251, 252, 253/5 or Statistics 201, plus Statistics 346 or the equivalent. *Required of all senior Economics majors. Incoming seniors should leave both 401 time slots open for maximum choice of modules.*

Hour: 11:20-12:35 TR, 1:10-2:25 TF, 2:35-3:50 TF, 11:00-12:15 WF D. GOLLIN, GAZZALE, HONDERICH

ECON 401T Senior Seminar—Economics of Community Development (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/econ/econ401.html)

S. SHEPPARD

ECON W30-404(S) Honors Seminar

This course is a research seminar for candidates for honors in economics. Each candidate prepares an honors thesis. Candidates will meet as a group to discuss problems common to all of them (such as empirical methods, data sources, and theoretical approaches) and each one will report on his/her work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.

Prerequisites: admission by the department, and for Economics 404, completion of Honors WSP. *Required for honors in Economics unless a student writes a year-long thesis.*

ECON 493(F)-W31-494(S) Honors Thesis

A year-long research project for those honors candidates admitted to this route to honors.

Prerequisites: admission by the department in the spring of the junior year.

ECON W30 Honors Winter Study Project

This course is to be taken by all candidates for honors by the "Specialization Route."

GRADUATE COURSES IN DEVELOPMENT ECONOMICS

Juniors and seniors majoring in Economics or Political Economy may, with the permission of instructor, enroll in graduate courses given by the Center for Development Economics (described below). A Center course may substitute for an advanced elective in the major with permission of the *chair of the department*.

ECON 501(F) Development Economics I*

The course examines concepts, tools, and models in contemporary economic theory that have proved relevant to development problems, and their application in economic policymaking. Topics include growth processes and structural change; investment and sources of saving; capital, labor, and technological progress; policies for public, private, and foreign enterprises; policymaking and negotiation in governments; and policies for reducing poverty and inequality.

Format: lecture/discussion. Requirements: short papers, two midterms, and a final exam.

Prerequisites: Economics 251 and 252. *Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 8:30-9:45 TR

D. GOLLIN

ECON 502(S) Development Economics II*

This course explores further aspects of economic theory and policy analysis which are most relevant to development problems. Topics include technological change and innovation; human capital accumulation, employment and labor markets; income distribution; agricultural and industrial development and development strategies; and the role of the government versus the role of the market in economic development.

Format: lecture. Requirements: weekly assignments, midterm, and a final.

Prerequisites: Economics 251, 252 and 253/5. *Expected enrollment: 30. Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 9:55-11:10 TR

A. V. SWAMY

ECON 503(F) Public Finance

Public finance is the branch of economics concerned with government expenditure and taxation, focusing primarily on microeconomic aspects of these activities. It provides tools for understanding the effects of government policies, as well as a useful conceptual framework for analyzing normative questions such as "what is a good policy?" This seminar will present the basic principles for public finance, and apply them to topics of particular importance in developing countries. The course will begin by considering the efficiency of market economics, and rationales for government intervention in the market, such as public goods, externalities, information-based market failures, and equity. Applications include environmental policy, education, health care, aid to the poor, and social security. We then move on to the economics of taxation, considering what kinds of taxes are used in developing countries, the economic and distributional effects of taxation, questions of administration and evasion, and options for reform such as the value added tax. Time permitting, we may also address topics such as public enterprises, political economy, and decen-

tralization.

Format: lecture/discussion. Requirements: problem sets, two short papers, 10-page final paper, midterm, and a final exam.

Prerequisites: Economics 251 and 252. *Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 11:20-12:35 TR

BAKIJIA

ECON 505(S) Finance and Development

This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to growth, and reviews different models of financial sector development and their influence on how governments viewed the sector. It will examine experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. In this final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

Format: lecture/discussion. Requirements: two short papers, midterm, and a final exam.

Prerequisites: Economics 251, 252 and 509. *Enrollment limit: 30 (expected: 25-30). Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 8:30-9:45 MW

CAPRIO

ECON 507(S) International Trade and Development

This course explores foreign exchange problems of developing countries and possible means to deal with them; evolving theories of comparative advantage and their relevance to trade policy; strategies of import substitution and export promotion and their consequences for employment, growth, and income distribution; foreign investment, external debt, IMF stabilization programs, and the world financial system.

Format: lecture/discussion. Requirements: problem sets, two midterms, and a final.

Prerequisites: Economics 251 and 252; not open to students who have taken Economics 358. *Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 2:35-3:50 TF

ROLLEIGH

ECON 508 Development Finance (Same as Economics 395) (Not offered 2005-2006) (Q)

(www.williams.edu/Registrar/catalog/depts/econ/econ508.html)

RAI

ECON 509(F) Developing Country Macroeconomics

This course focuses on the relationship between macroeconomic policies and economic growth in developing countries. After examining the links between macroeconomic stability and long-run growth, the rest of the course is divided into three parts. The first part is devoted to the construction of an analytical model that is suitable for analyzing a wide variety of macroeconomic issues in developing countries. This model provides the general framework for a more specific analysis of fiscal and monetary policies in the two remaining parts. In analyzing fiscal policy, the course will consider in particular the requirements of fiscal solvency and the contribution that fiscal policy can make to macroeconomic stability. It will also examine alternative methods for achieving fiscal credibility, including the design of fiscal institutions. The final part of the course will turn to an analysis of central banking, focusing on central bank independence, time consistency of monetary policy, and the design of monetary policy rules in small open economies.

Prerequisites: Economics 251 and 252. *Expected enrollment: 25-30. Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 8:30-9:45 MW

MONTIEL

ECON 510(F) Statistics/Econometrics

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a moderate level of mathematical exposition.

Admission to 510 depends on previous background in statistics and mathematics.

Format: Lecture/discussion.

Requirements: Problem sets, two hour exams, and a final.

Prerequisites: Economics 251 and 252. *Expected enrollment: 30. Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 2:35-3:50 MR

WATSON

ECON 511(F) Statistics/Econometrics: Advanced Section

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a more mathematical exposition.

Admission to 511 depends on previous background in statistics and mathematics.

Format: lecture/discussion. Requirements: problem sets, two hour exams, and a final.

Prerequisites: Economics 251 and 252. *Expected enrollment: 30. Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 11:00-12:15 MWF

SHORE-SHEPPARD

Economics

ECON 512 Agriculture and Development Strategy (Same as Economics 369) (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/econ/econ512.html)

D. GOLLIN

ECON 513(S) Development Macroeconomics II

This course is a continuation of Economics 509, further analyzing the relationship between macroeconomic policies and economic growth in developing countries. Building on the analytical model developed in the first semester, this course explores issues of capital mobility, financial liberalization, and exchange rate policy. The first part of the course will analyze the financial sector's role in promoting economic growth and welfare, with topics that focus on financial repression and liberalization, the sequencing of financial reform, and the composition of capital flows. The second part of the course examines appropriate exchange rate frameworks, with topics that include the equilibrium real exchange rate, the choice of regime, exchange rate management, and currency crises in developing countries.

Prerequisites: Economics 252, 509. *Expected enrollment 25-30. Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 11:00-12:15 MWF

SAMSON

ECON 514(S) Empirical Methods in Macroeconomics (Same as Economics 367) (Q)

(See under Economics 367 for full description.)

ECON 515(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Environmental Studies 386)

(See under Economics 386 for full description.)

ECON 516T(S) International Financial Institutions

This tutorial will explore relationships between key economic institutions in a country and the main international financial institutions (the IMF, the World Bank, and the various regional development banks). Readings will include topics that are frequently part of the dialogue between a nation's institutions and international ones such as growth and stability, structural reform, financial sector stability, poverty, technical assistance, and governance. Tutorial participants will meet once a week in pairs with the faculty member. Each week, one student will prepare a policy paper and submit the paper to the professor and to the other student in advance of the meeting. During the meeting, the student who has written the paper will present an argument, evidence, and conclusions. The other student will provide a detailed critique of the paper based on concepts and evidence from the readings. The professor will join the discussion after each participant has presented and ask questions that highlight or illustrate critical points. During a semester, each participant will write and present 5 or 6 policy papers and a like number of critiques.

Enrollment will be limited to 10 students who will meet weekly in five groups of 2.

Tutorial meetings to be arranged

HAQUE

ECON 517 Economic Transition in East Asia (Same as Economics 387) (Not offered 2005-2006)*

(www.williams.edu/Registrar/catalog/depts/econ/econ517.html)

DE BRAUW

ECON 518T(S) Institutional Governance

This tutorial will focus on elements of responsible governance for the public sector in developing countries. Themes will include information quality, the decision-making process, incentives facing civil servants, human capital in the public sector, transparency, coordination with other parts of government, and ongoing evaluation. The tutorial format used will focus on five or six critical issues during the semester and will follow the same approach as outlined for Economics 516 above.

Enrollment will be limited to 10 students who will meet weekly in five groups of 2.

Tutorial meetings to be arranged

HAQUE

ECON 519 Regulation of Business (Same as Economics 381) (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/econ/econ519.html)

BRADBURY

ECON 520(S) Research Studies

In this course, each Fellow carries out an individual research study on a topic in which he or she has particular interest, usually related to one of the three seminars. The approach and results of the study are reported in a major paper. Research studies are analytical rather than descriptive and in nearly all cases include quantitative analyses. Often the topic is a specific policy problem in a Fellow's own country.

ENGLISH (Div. I)

Chair, Professor KAREN SWANN

Professors: I. BELL, R. BELL, BUNDTZEN**, CASE, FIX*, KLEINER, KNOPP, LIMON, PYE, RAAB, ROSENHEIM, J. SHEPARD*, D. L. SMITH, SOKOLSKY*, SWANN, TIFFT*. Associate Professors: KENT***, MURPHY. Assistant Professors: CHAKKALAKAL, T. DAVIS*, MCWEENY, RHIE, THORNE. Visiting Associate Professor: PETHICA. Visiting Assistant Professor: HACKER. Senior Lecturers: CLEGHORN, GLÜCK*. Lecturers: BARRETT§, DE GOOYER§§, K. SHEPARD§. Visiting Lecturers: COCHRAN, PARK, N. PASACHOFF, Mellon Fellow: MUNRO. Margaret Bundy Scott Visiting Professor: FREEDMAN. Sterling Brown Professor: BLOUNT. Bernhard Emeritus Faculty Fellow: GRAVER*.

COURSES AND COURSE-NUMBERING

The course offerings in English enable students, whether majors or non-majors, to explore literature in a variety of ways, and to satisfy their interests in particular authors, literary periods, and genres. They emphasize interpretive skills, systematic and critical thinking, and careful attention to the generic, cultural, and historical contexts of literature written in English.

100-LEVEL COURSES

At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills—techniques of reading—as well as skills in writing and argumentation. The department also offers English 150, *Expository Writing*, a course focusing on rudimentary writing skills. All 100-level courses are designed primarily for first-year students, although they are open to interested sophomores, juniors, and seniors. A 100-level course other than 150 is required for admission to most upper-level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or of 6 or 7 on the International Baccalaureate.

200-LEVEL COURSES

Most 200-level courses are designed primarily for qualified first-year students, sophomores, and junior and senior non-majors, but they are open to junior and senior majors and count as major courses. Several 200-level courses have no prerequisites; see individual descriptions for details. 200-level Gateway courses are designed for first- and second-year students who are considering becoming English Majors, or who are interested in pursuing upper-level course work in the department. *All Gateway courses are writing-intensive. Completion of a Gateway course is a requirement for the major.*

300-LEVEL COURSES

The majority of English Department courses are at the 300 level. 300-level courses are open to sophomores, juniors, and seniors. They are normally not open to first-year students, although in exceptional cases first-year students may enroll in a 300-level course with consent of the instructor.

400-LEVEL COURSES

400-level courses are intensive, discussion-oriented classes that place a premium on independent, student-initiated work. Such classes can be structured in a variety of ways. A course might alternate tutorial sessions with seminar meetings, or it might take the form of a colloquium, with discussions organized around individual or group presentations on different aspects of a topic. Or a class might be oriented around a long final paper on a topic of the student's devising and involve conferences focused on the progress of that project. Limited to 15 students, 400-level courses are open to students who have completed at least one 300-level English course; they should be attractive to any student interested in a course that emphasizes intensive discussion and independent work.

ADVISING

All junior and senior English majors are assigned a departmental faculty member as an advisor. Students' preferences for advisors are solicited during the preregistration period in April, and assignments are announced at the start of the school year.

Non-majors who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

MAJOR

Majors are urged to select a balance of intermediate and advanced courses, and to choose classes from both the American and British traditions. Each student can fashion his or her own sequence of study within a basic pattern that insures coherence and variety. This pattern comprises at least nine courses.

They are also urged to elect collateral courses in subjects such as art, music, history, comparative literature, philosophy, religion, theatre, and foreign languages with a view to supporting and broadening their studies in literature. In particular, the study of classical and modern languages, as well as of foreign literatures, is strongly recommended.

Requirements

The nine courses required for the major must include the following:

1) Any 100-level English class except English 150. Students exempted by the department from 100-level courses will substitute an elective course.

English

2) At least *two* courses dealing primarily with literature written before 1700 (identified in parentheses at the end of the course description).

3) At least *two* courses dealing primarily with literature written between 1700 and 1900 (identified in parentheses at the end of the course description).

4) At least *one* course dealing primarily with literature written after 1900 (identified in parentheses at the end of the course description).

5) At least *one* “criticism” course (identified in parentheses at the end of course description). A course fulfilling the criticism requirement entails a sustained and explicit reflection on problems of critical method, whether by engaging a range of critical approaches and their implications or by exploring a particular method, theorist, or critic in depth. Please note that when a criticism course also deals with literature satisfying a historical distribution requirement (pre-1700, 1700-1900, etc.), the course may be used to satisfy either the criticism or the chronological requirement, *but not both*.

6) At least *one* 200-level Gateway course (listed at the end of the 200-level course descriptions). Gateway courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major. (Note: a Gateway course can fulfill a Period or Criticism requirement *as well as* a Gateway requirement.)

The department will now give one *elective* course credit toward the major for a course taken in literature of a foreign language, whether the course is taught in the original language or in translation. Such a course may not be used to satisfy the department’s historical distribution, criticism, or gateway requirements.

THE DEGREE WITH HONORS IN ENGLISH

The English Department offers three different routes toward honors: a creative writing thesis, a critical thesis, and a critical specialization. The requirements of each are described below. Candidates for the program should normally have at least a 3.5 average in courses taken in English, but admission will not depend solely on course grades. Formal application to pursue honors must be made to the director of honors by April of the junior year. For the Class of 2006, the Director of Honors is Professor John Kleiner.

All routes require honors students to take a minimum of TEN regular-semester courses (rather than the nine otherwise required for the major), and to devote their senior year winter study course to their honors projects. More specifically:

Students doing a *creative writing thesis* must, by graduation, take at least *nine* regular-semester courses, and, in addition, take English 497 (Honors Independent Study, fall) and English 031 (Honors Thesis, winter study) during senior year.

Students writing a *critical thesis* must, by graduation, take at least *eight* regular-semester courses, and, in addition, take English 497 and English 498 (Honors Independent Study, fall and spring) and English 031 (Senior Thesis, winter study) during senior year.

Students pursuing a *critical specialization* must, by graduation, take at least *eight* regular-semester courses, and in addition, take English 497 and English 498 (Honors Independent Study, fall and spring) and English 030 (Honors Colloquium: Specialization Route, winter study) during senior year.

A student who is highly-qualified to pursue honors, but who, for compelling reasons, is unable to pursue a year-long project, may petition the department for permission to pursue a critical thesis or critical specialization over one semester and the winter study term. Since the norm for these projects is a full year, such permission will be granted only in exceptional circumstances. If granted, the standards for admission and for evaluating the final project would be identical to those that apply to year-long honors projects.

All students who wish to apply to the honors program are required to consult with a prospective faculty advisor, as well as with the director of honors, before April of the junior year. In April, candidates submit a 1-page preliminary proposal that provides as specific a description as possible of the proposed project. The director of honors reviews proposals with the faculty advisor, and then makes a recommendation to the whole department. Students whose proposals are accepted receive provisional admission to the program at this time. Students not admitted to the honors program are advised, when appropriate, about other possible ways of pursuing their interests (e.g., independent studies, regular departmental courses).

Admitted students must consult with their advisors before the end of the spring semester of junior year to discuss reading or work pertinent to writing the formal honors prospectus. This prospectus is a decisive factor in final admission to the program. The prospectus must be submitted to the Director of Honors and the advisor (two copies) by July 30 before the fall of senior year. After reviewing the prospectuses and consulting with advisors, the department’s honors committee determines final admission to the program. Applicants are notified during the first week of the fall term.

While grades for the fall and winter study terms are deferred until both the honors project and review process are completed, students must do the equivalent of at least B+ work to continue in the program. Should the student’s work in the fall semester not meet this minimal standard, the course will convert to a standard independent study (English 397), and the student will register for a regular winter study project. A student engaged in a year-long project must likewise perform satisfactorily in winter study (English 030 or 031) to enroll in English 498 in the spring semester. When such is not the case, the winter study course will be converted to an independent study “99.”

Students are required to submit to their advisor, on the due dates specified below, three final copies of their written work. While letter grades for honors courses are assigned by the faculty advisor, the recommendation about honors is made by two other faculty members, who serve as readers of the student's work. These readers, after consulting with the faculty advisor, report their recommendation to the whole department, which awards either *Highest Honors*, *Honors*, or no honors. Honors of any kind are contingent upon satisfactory completion of courses in the major during the spring semester of the senior year. Highest honors are normally awarded only to students whose performance in both the honors program and regular courses in the major has been exceptional. All students who are awarded honors participate in a series of informal presentations at the end of the spring term in senior year.

Creative Writing Thesis

The creative writing thesis involves the completion of a significant body of fiction or poetry during the fall semester and winter study of the senior year. (With permission of the honors committee, the thesis may be undertaken during the winter study period and the spring semester of the senior year.) Since a student will most likely include in the thesis writing done in earlier semesters, a creative writing thesis usually involves only the fall semester and the winter study period, rather than the full year allotted to complete the critical essay.

Requirements for admission include outstanding work in an introductory and an advanced workshop, a recommendation from one of the creative writing teachers (who will then act as thesis advisor), a brief preliminary proposal, and the approval of the departmental honors committee. No formal prospectus is necessary. A creative writing thesis begun in the fall is due on the last day of winter study. The methods of evaluation are identical to those for critical projects (but their page limits do not apply).

Critical Thesis

The critical thesis involves writing a substantial scholarly and/or critical essay during both semesters as well as the winter study period of the senior year. The formal prospectus, a 2- to 3-page description of the thesis project, should present a coherent proposal indicating the range of the thesis, the questions to be investigated, the methods to be used, and the arguments likely to be considered, along with a brief bibliography.

Significant progress on the thesis, including a substantial amount of writing (to be determined by student and advisor), is required by the end of the fall semester. A first draft of the thesis must be completed by the end of the winter study period. The spring semester is to be devoted to revising and refining the work and to shaping its several chapters into a unified argument. Ideally, the length of the honors essay will be about 15,000 words (roughly 45 pages). In no case should the thesis be longer than 25,000 words, including notes. The finished thesis is due on the second Friday following spring break.

Critical Specialization

The critical specialization route is intended to provide students with an opportunity for making a series of forays into an area of interest that is both broad in scope and related to work undertaken in at least two courses. At least one of these courses must be in the English Department, and both need to have been taken by the end of fall term in senior year. The critical specialization must be united by a common area of interest, such as a given literary form or historical period, a topic that cuts across several periods, an issue in literary theory, a topic that connects literary and cultural issues, a comparative literature or interdisciplinary topic. Students are encouraged to propose specialization topics of their own devising. The following examples are meant only to suggest the kinds of topics appropriate to a critical specialization: lyric traditions, postmodern narrative, magic realism, Dante and modern literature, Freud and literature, the poet as citizen, new historicist approaches to literature, feminist film criticism.

In addition to reading primary works, the student is expected to read secondary sources, which describe or define issues critical to the area of specialization. The formal prospectus, a 2- to 3-page description of the project, should specify the area and range of the study, the issues likely to be explored, and the methods to be used for their investigation. This prospectus should also describe the relation between previous course work and the proposed specialization, and include a brief bibliography of secondary works. The pursuit of the specialization route requires the following: (1) writing a set of three essays, each about 10 pages long (a page being approximately 250 words), which together advance a flexibly-related set of arguments. The first two essays are due by the end of the fall semester, and the third by the end of winter study; (2) developing an extended annotated bibliography (about 4-5 pages long) of selected secondary sources, explaining their importance to the area of specialization (due mid-February); (3) meeting with the three faculty evaluators (one of whom is the advisor) during the last two weeks in February to discuss the trio of essays and the annotated bibliography; (4) writing a fourth essay of 10-12 pages, the purpose of which is to consider matters that arose during the faculty-student discussion and to reflect on the evolution and outcome of the intellectual journey undertaken by the student. This final essay is due on the second Friday after spring break.

The same three faculty members are involved throughout the assessment process, and the standards and methods of evaluation are the same as for other kinds of honors projects, with the following exception: For the specialization route, the evaluation will also include the student's performance in the discussion with the three faculty readers, and that discussion will include not only the student's writing but also secondary sources.

English

COURSES

100-LEVEL COURSES (except English 150)

Through small class discussions (limited in size to 19 students per section) and frequent writing assignments, 100-level English courses ask students to develop their skills as readers and as analytical writers. Each course assigns 20 pages of writing in various forms. These courses are prerequisites for taking most other English courses. Students who receive a 5 on the AP English Literature exam may take upper-level courses without first taking a 100-level. *All 100-level English courses are writing intensive.*

ENGL 105(S) Poetry and Magic (W)

Ancient Celtic texts—Irish and Welsh—associate the poet (meaning any creator of fiction) with powerful magic—with shape-shifting, access to the other-world, and visions of transcendent authority and truth. Plato, in his famous condemnation of poetry in *The Republic*, also associates poetry with magic, but with magic as a con game or sleight-of-hand trick. This course will use Plato and Celtic texts to establish a theoretical framework for reading and interpreting the representation of poetry and magic in a variety of literary works and films from the Middle Ages to the twentieth century. The goal of the course, in addition to its particular subject matter, is to develop effective reading and writing strategies for works of different genres and time periods. Reading will include Chaucer's *Friar's Tale* (where the poet-figure is an evil magician); David Mamet's film *House of Games* (where the master of illusion is a con artist); Marlowe's *Doctor Faustus* (where the poet-figure sells his soul to the devil for magical power); Shakespeare's *A Midsummer Night's Dream* and *The Tempest* (where fairies and magic represent the positive powers of imagination); the "magical" transformations of gender and identity in *As You Like It* and the documentary film *Paris Is Burning* (about the world of gay male balls in Harlem); and short poems by Coleridge, Keats, Tennyson, and Yeats.

The class will be run as a discussion. Requirements: weekly writing assignments, both formal and informal, including use of a class listserver and required electronic journal postings. Students will do about 20 pages of writing and will be evaluated on writing and class participation.

No prerequisite. *Enrollment limit: 19 (expected: 19). Preference to first-year students.*

Hour: 11:00-12:15 MW

KNOPP

ENGL 112(F) Introduction to Literary Analysis (W)

This course is designed to encourage students to become more responsive readers of literature through the close study of a small number of works, with frequent written exercises. The emphasis is on learning how to read different types of imaginative literature, especially poetry, Shakespearean drama, and fiction.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to first year students.*

Hour: 11:20-12:35 TR, 9:55-11:10 TR, 8:30-9:45 MW

I. BELL, CASE, KLEINER

ENGL 115(F) Narrative and Narrative Experience (W)

Forming and sharing and thinking about stories is our primary way of organizing experience: through them we make life and the world understandable and open to mastery. In this course we will read narratives across time, from antiquity to the present day, and across their wide diversity of forms, from poetry to novels to comic books, from plays to film and television. We will investigate the ways in which narrative has been put to use as an organizer of experience, and the ways in which it has been put to use in specific historical and political situations. Possible authors and works include Homer, *Sir Gawain and the Green Knight*, Conan Doyle, Joyce, Nabokov, and Shakespeare, among others.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of short papers. No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Hour: 1:10-2:25 MR

MURPHY

ENGL 117(F) Introduction to Cultural Theory (Same as Comparative Literature 117) (W)

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (*Ferris Bueller's Day Off*, *Silence of the Lambs*, *The Lord of the Rings*) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Format: discussion/seminar. Requirements: five short papers totaling about 20 pages, class attendance and participation.

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year*

students. Two sections.

This course is part of the Critical Reasoning and Analytical Skills initiative.

Hour: 2:35-3:50 TF, 1:10-2:25 TF

THORNE

ENGL 120(FS) The Nature of Narrative (Same as Comparative Literature 111) (W)

(See under Comparative Literature for full description.)

ENGL 122(S) The Syntactic Structure of English (Same as Linguistics 121) (W)

(See under Linguistics for full description.)

ENGL 123(FS) Borrowing and Stealing: Originality in Literature and Culture (W)

Someone once said that bad poets borrow and good poets steal, thus suggesting that acts of theft, as well as their subsequent cover-ups, may lie behind some of the best and seemingly most original works of art in history. And it's not just the poets. More recently, an exhibition of artworks that employ copyrighted material, called "Illegal Art," has directly challenged current U.S. copyright law. Given the ubiquity of visual, electronic, and audio sampling in contemporary art, one might wonder if anyone even bothers to create alibis for today's artistic thefts. This course will investigate ideas about artistic and intellectual influence, inspiration, borrowing, revision, appropriation, and outright stealing. We'll ask a series of questions as we look at a variety of material, mostly literary, but also visual and musical, that troubles ideas about novel and derivative art. What's so original about original art? Where does influence stop and plagiarism begin? What must be forgotten, or remembered, about earlier works of art for a new one to appear to be just that—new? What becomes of our image of the artist as a lone figure of genius in works that make ample use of others' material? The course will consider these questions in part by reading various theories of originality and imitation, as well as recent re-workings of older literary texts, such as a contemporary re-writing of Oscar Wilde's *The Picture of Dorian Gray* by novelist Will Self (in a book sub-titled "An Imitation"). We'll listen to music that relies heavily on the sampling of other works, as well as look at collage art in various forms. In addition we will read new considerations of copyright law by legal scholars to gain some sense of originality's shifting legal status. Throughout, we'll refine our sense of the relations among fiction, art, originality, and imitation by studying some of the best acts of artistic and intellectual theft of the recent past. Possible authors and works to be studied include Wordsworth and Coleridge, Oscar Wilde, Sigmund Freud, Vladimir Nabokov, Andy Warhol, Will Self, and essays on copyright law.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of frequent short papers, active class participation, and the possibility of a final creative project.

No prerequisites. Enrollment limit: 19 (expected: 19). Preference to first year students.

Hour: 11:00-12:15 MW

First Semester: MCWEENY

2:35-3:50 TF

Second Semester: MCWEENY

ENGL 125(F) After The Tempest (W)

In the past few decades it has become common to see *The Tempest* as a play about appropriation and control. Ironically, however, the play itself has been the victim of numerous appropriations over the past four centuries by surprisingly different kinds of writers. The play has served as a starting point for all kinds of literary and cinematic works—romantic, feminist, post-colonial and post-modern, even science fiction. In fact *The Tempest* has had a long and varied afterlife; we can hear the imaginative echo of its themes and images throughout western and non-western literature. Why has the play proven so fascinating and so continually relevant? How do different interpretations and adaptations interact with Shakespeare's play? What happens when a writer transforms the play by adapting it to a new genre or a new medium? We will begin the course with a close reading of the play, an examination of its sources and critical history, and then set off on an exploration of its literary legacy. Among other works we will probably look at Browning's *Caliban upon Setebos*, Ernst Renan's *Caliban*, Auden's *The Sea and the Mirror*, George Lamming's *The Pleasures of Exile*, Aime Cesaire's *Une Tempete*. We will also look at a few films, including the 1956 science fiction classic, *The Forbidden Planet*, and recent adaptations like Peter Greenaway's *Prospero's Books*.

Requirements: three short papers (5-7 pages) and several shorter writing assignments, as well as active participation in class.

No prerequisites. Enrollment limit: 19 (expected: 19). Preference given to first-year students.

Hour: 8:30-9:45 TR

DE GOOYER

ENGL 126(FS) Stupidity and Intelligence (W)

Stupidity fascinates authors, and they do not merely despise it—they feel it and make us feel it. Why? Around the same time that psychologists began measuring and ranking intelligence—and stupidity, under various names, of course occupied the space below (average) intelligence—literary authors were finding types of stupidity within intelligence. What is stupidity? Why can't it stay sequestered from intelligence? Is there such a thing as literary stupidity? (Can one be specifically a bad reader not only of books but of life?) What are the problems of intelligence? We shall be reading stories, novellas, novels, and plays by Melville, Poe, Henry James, Kafka, Borges, Stoppard, Faulkner, Flaubert, and others.

Format: discussion/seminar. Requirements: active class participation, and five papers totaling 20 pages.

No prerequisites. Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students. Two sections.

Hour: 8:30-9:45 TR

First Semester: LIMON

8:30-9:45 TR

Second Semester: LIMON

English

ENGL 128(F) Documentary Film (W)

A course exploring the development of documentary and nonfiction film from 1900 to the present, in which we will consider both the formal interest and narrative power of particular films, and the way they shape wider cultural assumptions about technology, identity, and representation.

Films studied will range from the early actualities of the Lumiere Brothers, through masterpieces including *Nanook of the North*, *Man With a Movie Camera*, and *The Plow That Broke the Plains*, to such recent works as *Fahrenheit 9/11*, *Grizzly Man*, and *Taxicab Confessions*.

Course requirements include attendance at screenings, active class participation, a series of short responses and three five-page papers. No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students; after that, students will be admitted at the discretion of the instructor.*

Hour: 8:30-9:45 MW

ROSENHEIM

ENGL 129(F) Twentieth-Century Black Poets (W)*

From Langston Hughes to contemporary poets such as Amiri Baraka and Angela Jackson, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several.

Format: discussion/seminar. Requirements: twenty pages of writing in the form of a journal on the readings and several short papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to first-year students.*

Hour: 11:00-12:15 MW

D. L. SMITH

ENGL 130(F,S) J.M. Coetzee (W)

The contemporary South African writer J.M. Coetzee is a master of the art of fiction. In novels of exceptional intelligence and unflinching honesty, Coetzee relentlessly explores the human mind and its relationship to the sometimes inhumane world it must inhabit. Although his imaginative findings are often neither flattering nor reassuring, Coetzee's books are consistently brilliant and thought-provoking, and therefore deeply satisfying to read. They contain subtle and penetrating reflections upon such wide-ranging topics as the politics of apartheid, the philosophy of mind, the conventions of storytelling, the logic of torture, the psychology of sexual desire, and animal consciousness and animal rights. In this course, we will hone our analytic skills by closely studying a number of Coetzee's novels, including (among others) *Waiting for the Barbarians*, *Foe*, and *Elizabeth Costello*. In addition, we will read a selection of works by writers who have had a shaping influence upon Coetzee's imagination, such as Daniel Defoe, Franz Kafka, Fyodor Dostoyevsky, and Samuel Beckett.

Format: discussion/seminar. Requirements: active class participation and five papers totaling 20 pages.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Hour: 1:10-2:25 TF

First Semester: RHIE

9:55-11:10 TR

Second Semester: RHIE

ENGL 131(F,S) Provincialism (W)

This course is centered on writing about outlying regions, those places that, as the wags tell us, it's great to be *from*. The escape from the provinces —literature and historiography are replete with examples—is made the precondition of an awakening into cultural knowledge; the simple life comes at the price of narrowness. Our task in this course will be to consider how the provinces have been represented in literature and history and the work that these representations perform. Because the province could not exist without the urban center, we'll be especially interested in works that describe encounters between the provincial and the sophisticate: works we take up may include Rousseau's *Confessions*, Austen's *Pride and Prejudice*, Stendhal's *The Red and the Black*, Dickens' *Great Expectations* and biographical materials related to real-life provincial strivers, from Napoleon to Bill Clinton. We will also discuss and write about the role of provincialism in national self-definition and the connection of the pastoral and the provincial. Additional reading will likely include selections from Raymond Williams and Lionel Trilling, as well as a few recent essays. Format: seminar. Requirements: a number of short papers totaling 15-20 pages.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to first-year students.*

Hour: 9:55-11:10 TR

First Semester: HACKER

1:10-2:25 MR

Second Semester: HACKER

ENGL 137(S) Shakespeare's Warriors and Politicians (W)

From history, legend, and his own imaginative powers, Shakespeare has fashioned superlative warriors: Hotspur, Othello, Macbeth, Antony, and Coriolanus are larger-than-life soldiers on the battlefield. They are, however, frequently undone by love and politics. Hotspur is no match for the shrewd political maneuvering of Prince Hal; Othello's love for Desdemona turns to hate through the machinations of the Machiavellian Iago; Macbeth is pushed to regicide by his wife; and Antony is twice undone—made “a strumpet's fool” by Cleopatra and defeated by a mere “boy” in the supreme politician Octavius Caesar. This course will examine seven plays by Shakespeare, where the virtues and weaknesses of the warrior and the politician are seen to be in tension: *Richard III*, *Henry IV, Part I*, *Henry V*, *Othello*, *Macbeth*, *Antony and Cleopatra*, and *Coriolanus*. In the last play, Shakespeare portrays the convergence of sex, war, and politics with

a new cynicism that leaves no character unscathed.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of four essays, ranging in length from 3-7 pages, and several short journal-style writing assignments, as well as active participation in class.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Hour: 1:10-2:25 MR

BUNDTZEN

ENGL 145(FS) Reading and Writing Science Fiction (W)

This course will explore some of the themes and techniques of modern science fiction by examining a range of published stories, while at the same time making some new stories of our own. Writers of fiction and non-fiction often watch each other with suspicion, as if from opposing sides of an obvious frontier. Though the goals of both forms of writing—the disciplined articulation of brainy thoughts and mighty feelings—are similar, there is a tendency in both camps to think their methods different and exclusive. The conceit of this class is to imagine that constructing a plot and constructing an argument, say, are complementary skills, and that the tricks and techniques of one type of writing can profitably be applied to the other. With this in mind, the class is made of two strands twisted together—a creative writing workshop and a course in critical analysis. There will be short weekly assignments in both types of writing, as well as two larger projects: an original science fiction short story and a critical essay. Assigned readings will include stories and essays by Terry Bisson, Octavia Butler, Rachel Pollack, Samuel R. Delaney, Karen Joy Fowler, Carol Emshwiller, and John Crowley.

Format: discussion/seminar. Requirements: active participation in class and a minimum of 20 pages of writing, both critical and creative.

No prerequisites. *Enrollment limit: 19 (expected 19). Preference to first-year students.*

Hour: 2:35-3:50 TF

2:35-3:50 TF

First Semester: P. PARK

Second Semester: P. PARK

ENGL 150(F) Expository Writing (W)

This is a course in the basic challenges of expository writing. It is not designed for students interested in writing prose fiction or in simply polishing their style. Its goal is to teach students how to write a clear, well-argued, intelligible and interesting analytical paper. Readings will be taken from a writing handbook and a collection of essays.

Format: discussion/workshop. Requirements: a substantial amount of writing will be assigned in the form of short essays. As part of the Critical Reasoning and Analytical Skills initiative, this course will also ask students to actively engage in a variety of techniques to improve their reasoning and analytical skills.

Prerequisites: First-Year students interested in taking this course should take the English Placement Exam given during First Days. All other students should contact the instructor prior to the first day of classes and be prepared to submit a writing sample. Priority given to First-year students. *Enrollment limit: 12 (expected: 12).*

This course is part of the Critical Reasoning and Analytical Skills initiative.

Hour: 8:30-9:45 MW

K. SHEPARD

ENGL 150(S) Expository Writing (W)

This is the same course as English 150(F), except that admission to the course in the spring semester is determined not by diagnostic examination, but by the permission of instructor.

No prerequisites. *Enrollment limit: 12 (expected: 12).*

Hour: 8:30-9:45 MWF

HACKER

200-LEVEL COURSES

ENGL 201(FS) Shakespeare's Major Plays

A consideration of about eight to ten of Shakespeare's major plays, with particular attention to his uses of language, his developing powers as a dramatist and poet, and the critical and theatrical possibilities of his works.

Requirements: vary by section, but usually include two papers, sometimes a midterm exam, and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 35 per section (expected: 35 per section).* Three sections.

(Pre-1700)

Hour: 11:20-12:35 TR, 11:00-12:15 MW

2:35-3:50 MR

First Semester: DE GOOYER, RAAB

Second Semester: BUNDTZEN

ENGL 202(S) Modern Drama (Same as Comparative Literature 202 and Theatre 312)

An introduction to some of the major plays of the past hundred years, and to major movements in drama of the period. Readings will include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *The Cherry Orchard*; Synge, *The Playboy of the Western World*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Beckett, *Waiting for Godot*; Miller, *Death of a Salesman*; Pinter, *The Room*; Stoppard, *Arcadia*; and McDonagh, *A Skull in Connemara*.

Format: lecture/discussion. Requirements: two 5-page papers, regular journal entries or postings, a final exam, and active participation in class discussions.

English

No prerequisites. *Enrollment limit: 40 (expected: 40).*

(Post-1900)

Hour: 11:00-11:50 MWF

PETHICA

ENGL 203(S) Reading Films (Same as Comparative Literature 223)

An introduction to the interpretive analysis of film, emphasizing the role played by such formal features as mise-en-scene, editing, cinematography, and sound in generating meaning. In addition, we will consider aspects of film history, including the role of genre and the contrasting narrative and visual conventions prevailing in Hollywood and in strikingly different national traditions, such as the silent cinema of the Soviet montage and the French New Wave cinema of the 1960s. Critical readings will be assigned, and we will examine films by such directors as Eisenstein, Keaton, Murnau, Renoir, Hawks, Welles, Kurosowa, Hitchcock, Almodovar and Jonze.

The format will mix lectures with meetings of smaller discussion sections. Requirements may vary somewhat by section, but will include a few short responses, an eight page essay, two film editing exercises, and a final exam. Active participation in class discussions will be required.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 70 for lectures; 35 for each discussion section (expected: 35 per section). Preference given to sophomores and current English majors. Two sections.* Not open to students who have taken English 204 without permission of the instructor.

(Post-1900)

Hour: 8:30-9:45 TR

KLEINER and ROSENHEIM

ENGL 206 Comparative Drama: The Anti-Realist Impulse (Same as Comparative Literature 226 and Theatre 226) (Not offered 2005-2006; to be offered 2006-2007)

(See under Theatre for full description.)

ENGL 209(F) American Literature: Origins to 1865 (Same as American Studies 209)

What is American literature? This course will examine the variety of answers that have been made to this question, and the way that those answers differently articulate both what counts as "America" and what counts as literature. One tradition will be at the center of the story: from Puritans (such as the poets Edward Taylor and Anne Bradstreet, and the theologian Jonathan Edwards) through the major writers of the American Renaissance (Emerson, Hawthorne, Thoreau). Along the way, we will consider other American traditions as well: Native American trickster stories, conquistador literature. In the eighteenth century, we will take up such Enlightenment writers as Jefferson and Franklin; in the nineteenth, such abolitionist writers as Douglass and Jacobs. Working through the differences among different figures, eras, and genres we will be asking what makes a literary *tradition*: temporal progression, thematic consistency, national identity, etc.? And consider, too, what the way we construct American literature means for our understanding of the nation today.

Format: lecture/discussion. Requirements: two papers, midterm, and final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 40 (expected: 40).*

(1700-1900)

Hour: 11:20-12:35 TR

LIMON

ENGL 210(S) American Literature: 1865-Present (Same as American Studies 210)

This course is designed to provide an introduction to American literature from the post-Civil War period to the present. Beginning with Walt Whitman and Emily Dickinson, we will read a series of influential American texts—both fiction and poetry. We will situate these works not only within the literary movements of the time (e.g., realism, modernism, and postmodernism), but also within other important historical and cultural occurrences (e.g., immigration and migration, civil rights, commodity culture). Throughout, the emphasis will be on the diverse, sometimes conflicting traditions that make up the American literary canon. Readings may include works by such authors as Twain, Chopin, Chesnutt, Hemingway, Hughes, Hurston, Faulkner, Ellison, Ginsberg, Pynchon, Morrison, and Cisneros.

Format: lecture/discussion. Requirements: two papers, midterm and final exams.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 40 (expected: 40).*

(Post-1900)

Hour: 11:00-12:15 MWF

CLEGHORN

ENGL 211(F) British Literature: Middle Ages Through the Renaissance

This course is a survey of English literature from the tenth to the mid-seventeenth century. Readings will include works by the major figures of the period—Chaucer, Marlowe, Shakespeare, Spenser, Donne—and examples of the major genres—plays, romances, sonnet sequences and dirty stories.

Format: lecture/discussion. Requirements: frequent short exercises, two 5- to 7-page papers, midterm and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference given to sophomores and to first-year students who have placed out of 100-level courses.*

(Pre-1700)

Hour: 2:35-3:50 MR

KNOPP

ENGL 212(S) British Literature: Restoration Through the Nineteenth Century

A survey of the major movements and figures of English literature from the mid-seventeenth century through the nineteenth century: Neo-classicism, Romanticism, and Victorianism; and such authors as Mil-

English

ton, Pope, Swift, Johnson, Wordsworth, Shelley, Byron, Keats, Tennyson, Arnold, and the Brownings. The course looks at how artistic forms and strategies change over time and also at how the language and style of the text engage political and social concerns along with inward, individual life.

Format: lecture/discussion. Requirements: class participation, weekly email responses, two 4- to 6-page papers, an hour test, and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).*
(1700-1900)

Hour: 1:10-2:25 TF

MURPHY

ENGL 216(S) Introduction to the Novel

A team-taught lecture course on the development of the novel as a literary form. Writers likely to be studied include Defoe, Austen, Brontë, Dickens, James, Woolf, Nabokov, and Morrison.

Format: lecture. Requirements: midterm and final exams, and occasional short writing exercises.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 100 (expected: 100).*

Hour: 10:00-10:50 MWF

CASE and SWANN

ENGL 219 Literature by Women (Same as Women's and Gender Studies 219) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/engl/engl219.html)

BUNDTZEN

ENGL 220(FS) Introduction to African-American Writing (Same as American Studies 220)*

This course will examine texts by some of the most influential African-American writers, analyzing the common themes and narrative strategies that constitute what may be defined as an African-American literary tradition. Authors to be considered may include Phillis Wheatley, Frederick Douglass, W. E. B. DuBois, Langston Hughes, Zora Neale Hurston, Richard Wright, Ralph Ellison, Toni Morrison, and Ishmael Reed.

Format: discussion/seminar. Requirements: a series of quizzes, three short papers, and possibly a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 35 (expected: 35).*
(Post-1900)

Hour: 1:10-2:25 MR
9:55-11:10 TR

First Semester: D. L. SMITH
Second Semester: CHAKKALAKAL

ENGL 231T(FS) Literature of the Sea (Same as Maritime Studies 231T) (W) (Offered only at Mystic Seaport.)

(See under Maritime Studies for full description.)

ENGL 241(F) The African Novel (Same as Comparative Literature 241) (W)*

This class is a chance to read some great novels that you might not otherwise hear about, and to discover a counter-canon that attempts to combat ideas about Africa produced by the West. We will also, however, be questioning the idea that there is such a thing as "the African novel." The sheer variety of these books, from lyrical visions of the pre-colonial past, to bitter allegories of corrupt post-colonial regimes and fantastical visions of the contemporary city, defies easy categorization.

Format: lecture/discussion. Requirements: the class will involve a lot of discussion, as well as writing. There will be regular short response papers and email assignments, leading up to two longer papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to International Studies/African Studies concentrators and prospective English majors.*

(Post-1900)

Hour: 1:10-2:25 TF

MUNRO

ENGL 242(F) Reading and Writing Biography (W)

Participants in this course will not only examine biography as a literary form but also learn how to research and write a short book-length biography. We will begin by reading excerpts from biographies, plays, and other sources that invite critical thinking about such issues as the authority and status of different kinds of evidence, the demands of "telling a story" about a life, and the kinds of choices a biographer might confront in order to shape that story. These issues will continue to come into focus during the practical part of the course, as students work to impose order on biographical materials uncovered through research. During the course of the term, students will work independently on a biographical subject of their choice, meeting regularly with the instructor to discuss problems and progress. About halfway through the semester, the class will convene for several sessions as a workshop, where each student will present his or her work-in-progress for the group to critique. By the end of the semester, each student will have completed a set of materials similar to a proposal for submission to a publisher: a sample chapter, an outline for the whole book with a brief synopsis of each chapter, and a selection of illustrations with captions.

Students are encouraged to select their biographical subject before the first class meeting, and to be imaginative in choosing a subject: for example, it could be a well-known political, literary, or scientific figure, including one relevant to another course, or it could be a family member about whom they would wish to know more.

Format: discussion/workshop. Prerequisites: a 100-level English course, except 150, or permission of the instructor. *Enrollment limit: 12 (expected: 12). Preference to sophomores.*

Hour: 9:55-11:10 TR

N. PASACHOFF

English

ENGL 243(F) Words and Music in the 60s and 70s (Same as INTR 165 and Music 112)

(See under IPECS—INTR 165 for full description.)

R. BELL and W. A. SHEPPARD

ENGL 244T(S) Kids (W)

A tutorial designed to explore the interpretive difficulties and possibilities posed by child narrators in contemporary American fiction. Tobias Wolff has said that, "Except for very small children, everyone is responsible in some way for the situation in which he finds himself." If we let children off the hook in terms of individual responsibility, what becomes of the notion of agency in a narrative with a child at the helm? What are the particular problems involved in constructing and negotiating a child narrator's voice? What are the implications of presenting the complexities of an emotional life through a limited vocabulary? Children, according to Americans, inhabit the land of innocence and possibility. But childhood is, by definition, also a place of mystery, a place potentially without lucid or ordered notions of possibility. How do contemporary American authors represent that mystery, and its attendant anxieties, in clarifying ways? Course readings may include *Edwin Mullhouse: The Life and Death of an American Writer 1943-1954* by Jeffrey Cartwright by Steven Millhauser, *Ellen Foster* by Kaye Gibbons, *The House on Mango Street* by Sandra Cisneros, *Housekeeping* by Marilynne Robinson, *The Lovely Bones* by Alice Sebold, *Jim the Boy* by Tony Earley, and short fiction by Junot Diaz, Sherman Alexie, Mary Robison, A.M. Homes, Gish Jen, among others.

Format: tutorial. Requirements: students will meet in pairs with the instructor once a week; one student will present a short analytical paper on the texts covered that week, and the other will write a response paper and join the instructor in a discussion of both papers. Evaluation will be based on the quality of written work, discussions and oral presentations.

Prerequisites: a 100-level English course, except for 150. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

(Post-1900)

Tutorial meetings to be arranged.

K. SHEPARD

ENGL 247(F) Colonial Subjects (W)

Whatever else it did, British colonial expansion generated a lot of fascinating, disturbing cultural material—travel narratives by British government and company officials, by common sailors and soldiers, and by colonized subjects; natural histories by amateur and professional biologists and anthropologists; slave narratives; novels, plays, and poetry that dramatized slave uprisings and shipwreck; and polemical debates about slavery and empire. This course will examine a rich array of texts and images that suggest the disruptive and transformative effects colonial enterprises had on ways of seeing and knowing. Readings may include: Aphra Behn's *Oroonoko*; travel narratives by William Smith, Mungo Park, and Dean Mahomet; memoirs by Olaudah Equiano and Ignatius Sancho; John Gabriel Stedman's *Life in an Eighteenth-Century Slave Society*; poetry by William Blake and Phyllis Wheatley; and political tracts by Thomas Clarkson and Ottobah Cuguano. We will also look at visual materials from botanical prints to orientalist paintings. During the course of the term, the class will actively participate in defining the "subjects" we decide to explore: on the third class of each week, students will meet in smaller groups to discuss short papers members of the group distribute in advance.

Format: seminar. Requirements: attendance, active participation, a short essay due every other week, and two longer (4-6 pp.) essays.

Prerequisite: 100-level English course or permission of instructor. *Enrollment limit: 18 (expected: 18). Preference to sophomores and juniors.*

(1700-1900)

Hour: 10:00-10:50 MWF

SWANN

ENGL 284(S) Adaptation: Words into Images

Economy of words, resonance and the play between traditional and untraditional structure are shared values which make short stories and feature films related forms. And yet the successful adaptation of a great short story into a great movie is rare. The primary point of this class is to write a full-length screenplay which is an adaptation of an existing short story. Students will also read a selection of stories by such authors as J.D. Salinger, Alice Munro, James Salter and Richard Ford and watch a selection of movies by screenwriters including Robert Towne, Mike Leigh, Woody Allen, and Alexander Payne & Jim Taylor. In two short papers, students will consider the results of selected adaptations and analyze the transitions from story to movie; they will also be expected to try their own hand at an adaptation.

Format: discussion/seminar. Requirements: a full-length screenplay and two short analytical papers. Prerequisite: a 100-level English course, except 150. *Enrollment limit: 20 (expected: 20).*

(Post 1900)

Hour: 1:10-3:50 W

COCHRAN

GATEWAY COURSES

200-level "Gateway" courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical and historical approaches that will prove fruitful in later courses. (*Note: a Gateway course can fulfill a Period or Criticism requirement as*

well as a Gateway requirement. Students contemplating the English major are strongly urged to take a Gateway course by the end of Sophomore year.)

ENGL 222(S) Studies in the Lyric (Gateway) (W)

This discussion course is designed to introduce students considering the major to the study of lyric poetry by raising three fundamental questions: How does one read a lyric? How does one talk about a lyric? How does one write about a lyric? In the first half of the course we will read groups of poems from a range of historical periods in order to examine the various elements that make up a poem (line breaks, tone, image, versification, form, lyric audience). In the second half of the course we will focus on two writers, John Donne and Robert Frost, to see how an individual poet uses and adapts lyric conventions to develop a distinctive style and vision.

Format: discussion/seminar. Requirements: active class participation and frequent short writing assignments.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.*

(Pre-1700 or Post-1900)

Hour: 2:35-3:50 MR

I. BELL

ENGL 225(S) Romanticism and Modernism (Gateway) (W)

The literature of Europe in the nineteenth and twentieth centuries was dominated by two aesthetic movements, Romanticism and Modernism, respectively. While Modernism is often thought to mark a decisive break with Romanticism—in part because both movements presented themselves as “new,” a radical departure from what had gone before—there are important continuities and affinities as well as breaches between the two movements. This course will investigate the nature of Romanticism and Modernism, and the relation between them. We will study major works from each period, including polemics, poetry, novels, and short stories by Wordsworth, Coleridge, Percy and Mary Shelley, Yeats, Eliot, the French Symbolist poets, Wilde, and modern novelists such as Joyce and Woolf. We will explore each movement’s engagement with a range of topics and issues: for example, the subjective experience of time and memory; the nature of symbolization, and the role of “feeling” in art; the relation of the individual mind to social life; the conflicted appeal for the artist of “common” language and experience, on the one hand, and avant-garde forms of expression, on the other. Our broader aim will be to invite potential English majors to think critically about the principles that underlie the ordering of literary history into aesthetic movements and “periods.”

Format: discussion/seminar. Requirements: four or five short essays, including at least one revision.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway. Two sections.*

(1700-1900 or Post-1900)

Hour: 9:55-11:10 TR

MURPHY

ENGL 235(S) Comedy/Tragedy (Gateway) (W)

“Tragedy is when I cut my finger. Comedy is when you fall down an open manhole cover and die.” Critics have long sought to define comedy and tragedy against each other, yet, as Mel Brooks’ joke suggests, the relationship between the two is complicated, even disturbing. In this course we will read tragedies by Sophocles, Marlowe and Racine, comedies by Aristophanes, Shakespeare and Moliere, and works that do not easily fit either classification by Chekhov, Beckett and Stoppard. We will consider how in different periods the distinction between the two forms has been understood and their antithetical effects accounted for. We will discuss the essential if also problematic link between suffering and pleasure, and ask why it is that comedy persists while tragedy, at least in its classical expression, no longer seems possible. Critical readings will include Aristotle’s *Poetics*, Nietzsche’s *The Birth of Tragedy*, and Bergson’s *Laughter*.

Format: discussion/seminar. Requirements: four or five short essays, including at least one revision. There will also be periodic film screenings. Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.*

(Criticism)

Hour: 11:20-12:35 TR

KLEINER

ENGL 236(F) Witnessing: Slavery and Its Aftermath (Gateway) (W)*

The dual acts of remembering and forgetting slavery have become central to the constitution of American history. This course examines the relationship between memory, history, and national identity that has been produced through the visual and literary material on the subject of slavery. Our readings will move from nineteenth- and eighteenth-century accounts of slavery, poems by Phillis Wheatley, fiction and non-fiction by Frederick Douglass and Martin Delany to twentieth century re-writings and remembrances of slavery. Here we will be examining both visual and literary texts that include works by William Faulkner, Octavia Butler, Sherley Anne Williams, Toni Morrison and visual productions by Kara Walker and Bill T. Jones. Finally, we will consider how television melodramas—*Roots*, *North and South*, *Sally Hemmings: An American Scandal*—have shaped the function of slavery in contemporary popular culture.

Format: discussion/seminar. Requirements: compulsory attendance and participation, twenty pages of

English

writing in the form of short critical papers.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.* Two sections.

(1700-1900 or Post-1900)

Hour: 8:30-9:45 TR

CHAKKALAKAL

ENGL 237(F) Gender and Desire 1200-1600 (Same as Comparative Literature 237 and Women's and Gender Studies 237) (Gateway) (W)

The Middle Ages invented—and the Renaissance refined—the notion of “courtly love”—the humble devotion of an adoring knight to a beautiful but distant lady. In both its medieval and early modern versions, courtly love institutionalized the notion of the desiring male subject and the desired female object that continues to reverberate in contemporary culture. But medieval and Renaissance works do not always, or even usually, endorse these positions uncritically, and even works that elevate heterosexual love open up surprisingly large spaces for other kinds of desire. What does it mean, for example, that the fountain of Narcissus occupies the center of the garden of courtly love in the *Romance of the Rose*? That despite the Lover’s proclaimed desire to “possess” the Rose, it is the male God of Love he kisses on the mouth? Shakespeare’s comedies end famously with triple and quadruple marriages, but how should we read the cross-dressing and gender confusion that occupy so much of the plots beforehand? As we explore these and other issues, we will supplement our literary readings with theoretical texts drawn from medieval and Renaissance treatises as well as contemporary feminist, psychoanalytic, and queer theory. The goal of the course is to sharpen critical reading and writing skills across a broad range of literary forms and historical, cultural and aesthetic values.

Format: discussion/seminar. Requirements: class participation, four or five papers of varying lengths including one revision, and occasional oral reports.

Prerequisite: a 100-level course, except 150. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, English majors who have yet to take a Gateway, and potential Comparative Literature majors.*

(Pre-1700)

Hour: 2:35-3:50 TF

KNOPP

ENGL 245(F,S) Arts of Detection (Gateway) (W)

In this course, we’ll consider detective fiction in the largest sense of that designation, works from *Oedipus Rex* to Hitchcock’s *Rear Window*, from Freud’s Case Histories to Faulkner’s small town Gothics, from potboilers to *Othello*. What can these works tell us about interpretive method? (In literature, as in life, we’re all detectives, of course.) And what can these works tell us about the precise grounds of readerly pleasure? (What propels us when we don’t know? what propels us when we already know too much?)

Format: discussion/seminar. Requirements: lively participation, twenty pages of writing in the form of short critical papers.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.* Two sections.

Hour: 11:00-12:15 MW

8:30-9:45 MW

First Semester: PYE

Second Semester: PYE

ENGL 246(S) The Novel and Globalization (Gateway) (W)

Here’s an interesting question: Is it possible to tell meaningful stories about the whole world—and not just about this or that place? If you’re tempted to say yes, then try to make a list of such stories. It’s harder than it sounds. You might call to mind the geographical horizon of classic European novels, which almost all unfold within the confines of either the city or the nation. Our question, then, will be: Can there be properly global stories, beyond city limits and the nation’s borders? But then why, you might ask, does this matter? It is often remarked that one of the curious features of a global economy is its diffusion of power, which is less than ever concentrated in any one place. Can there be stories, then, that are similarly diffuse, stories that do not in the conventional sense have “settings,” stable locations in which their plots take root? We will read a series of novels, from four different centuries, that give it their best shot. These will include Daniel Defoe’s *Robinson Crusoe*, Joseph Conrad’s *Lord Jim*, China Mieville’s *Perdido Street Station*, and Robert Newman’s *Fountain at the Center of the World*.

Format: discussion/seminar. Requirements: weekly writing assignments, two long essays, class participation.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.*

Hour: 1:10-2:25 TF

THORNE

300-LEVEL COURSES

ENGL 302(S) Philosophy and Poetry: Ancient Quarrels and Modern Questions

In Plato’s *Republic*, Socrates refers to an “ancient quarrel between philosophy and poetry” and notoriously exiles poetry from the ideal state. Though he admits to feeling the charms of the “honeyed muse,” Plato’s

Socrates sees the inspired wisdom of the poets as fundamentally incompatible with the rational truths of philosophers, and he therefore regards poetry as an unacceptable danger to social order and well-being. From its beginnings, therefore, western philosophy defined itself in opposition to poetry and the kind of wisdom or knowledge it was understood to express. In this course, we will consider the modern legacy of this ancient quarrel, reading philosophers reading poets and poets reading philosophers, as well as poets writing philosophically (not to mention philosophers, like Heidegger, writing poetically). Few thinkers since Plato's day (not even his own student Aristotle) fully accepted the uncompromising argument about poetry in *The Republic*, yet we will see that as with so many other matters, Plato's ideas have nonetheless cast a long shadow over even the most conciliatory of later writings about the relationship of poetry to philosophical thought. What is the difference between philosophical and poetic knowledge (if poetry can even be said to provide a kind of knowledge)? In what ways are poems vehicles of thought? How do they express the mind at work? Do poems provide access to cognitive experiences inaccessible by other means? Is poetry, as Plato argued, at war with rationality? How does philosophy alter (and must it?) when it attempts to bring the poets back in from the conceptual cold? Philosophers we will read include: Plato, Nietzsche, Heidegger, Benjamin, Adorno, Derrida, Kristeva, Koethe and Nussbaum. And poets: Homer, Coleridge, Hölderlin, Baudelaire, Stevens, Celan, Grossman, Bernstein, and Stewart.

Format: discussion/seminar. Requirements: active participation in class discussions, one 5- to 8-page paper and one 8- to 10-page paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(Criticism)

Hour: 1:10-2:25 TF

RHIE

ENGL 303(S) Visible Culture: Documentary and Nonfiction (Same as Anthropology 225)*

This course examines the potential of moving images to reveal aspects of culture normally obscured by the written word. We will consider both the theory and practice of documentary film from its inception around 1900 to the present, paying particular attention to the way documentary filmmakers have approached the representation of social reality in Western and non-Western cultural settings. Questions that we will consider include: What is the relationship between written text and image, or between image and story? What is the role of film in anthropology? What counts as a document?

Team-taught, through a mixture of lectures and discussions. Course requirement: Regular attendance at film screenings and active class participation. Students will write a 5-page paper on an assigned topic and a 12- to 15-page final paper. There will be a self-scheduled take-home final.

Enrollment limit: 40 (expected: 40). Preference given to English and Anthropology/Sociology majors, then to sophomores, and finally to first-year students.

Hour: 9:55-11:10 TR

D. EDWARDS and ROSENHEIM

ENGL 304 Dante (Same as Comparative Literature 304) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/engl/engl304.html)

ENGL 305(S) Chaucer

A study of the *Canterbury Tales* in their literary, linguistic, and historical contexts. The goals of the course are to make students comfortable and confident with Middle English, and to give them a strong critical grasp of the qualities that make Chaucer one of the undisputed "giants" of the English literary tradition and perhaps its greatest comic writer. Combination lecture and discussion.

Requirements: Frequent quizzes and practice in reading aloud. Evaluation will be based on the quizzes, one or two 5- to 7-page papers, and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 15-20).*

(Pre-1700)

Hour: 1:10-2:25 MR

KNOPP

ENGL 308(S) Jewish and Other Others*

Jewish difference, French theorist Alain Finkielkraut insists, is a different sort of difference from those with which we are more familiar. But what are the distinct qualities that have composed Jewish difference? And how have these qualities intersected with those associated with other, allegedly more familiar, forms of difference—ethno-racial, gendered, sexual? We'll be looking at the various ramifications of these questions in the context of American Jewish writing and experience since roughly the turn of the century to the present day. Along the way, we'll think about the ways in which Jewish-Americans sought to define themselves within and against the American national project, at least as they understood it; and about the relation of that project of self-definition to categories of gender, of sexual normativity, of "whiteness" and "off-whiteness." We'll also look at how these projects intersect with those of other racial and ethnic agendas—e.g. those of African-American and Asian-American culture makers. And we'll conclude by looking at the efforts of contemporary culture-making, both Jewish and gentile, to move beyond the impasses to which many of these interactions tend. The course will be focused on literary expression, but will be broadly interdisciplinary in its ambitions: we will look at history, film and music as well as novels and stories. Works to be studied include: Cahan, *The Rise of David Levinsky*; Johnson, *Autobiography of an Ex-Colored Man*; Malamud, *The Tenants*, *Hasia Diner*, *Lower East Side Memories*; D.W. Griffith, *The Muske-*

English

teers of Pig Alley; Sergio Leone, *Once Upon a Time in America*; Jeffrey Melnick, *A Right to Sing the Blues*; Michael Rogin, *Blackface/White Noise*; Spike Lee, *Bamboozled*; Philip Roth, *The Human Stain*; Tony Kushner, *Angels in America*; Gish Jen, *Mona in the Promised Land* and some stories; Bharathi Mukerjee, *The Middleman and Other Stories*; Grace Paley, *Collected Stories*; Lan Samantha Chang, *Hunger*; the music of the Klezmatics, Don Byron, and others.

Requirements will include: two papers, one shorter and one longer, perhaps a research presentation.

Prerequisite: a 100-level English course, except English 150. *Enrollment limit: 25 (expected: 25). Preference given to English and American Studies majors.*

Hour: 8:30-9:45 TR

FREEDMAN

ENGL 310(S) Fictions of Finance

Literary realism and naturalism arise at the same moment, and in the same culture, that saw the rise of finance capital as a dominant mode of economic life in Europe, England and America. In this course, we'll try to correlate these two by looking at fictions that take the new, globalizing ambitions of finance capitalism seriously and, in so doing, attend to the emotional and imaginative consequences of such a massive new economic force and its ancillary institutions (the stock market, the corporation). Readings will include some poems and plays (e.g. Shakespeare's *Merchant of Venice* and Christina Rossetti's *Goblin Market*) and a bit of history, economics, and criticism (e.g. Marx, Schumpeter; Marc Shell, Walter Michaels, Regenia Gagnier) but will mainly focus on novels of the late nineteenth and early twentieth centuries: Trollope's *The Prime Minister*, James's *The Golden Bowl*, Wharton's *The House of Mirth*, Dreiser's *The Financier*, Norris's *The Pit*, Fitzgerald's *The Great Gatsby*, Pynchon's *The Crying of Lot 49*. If time permits, we'll spend some time on contemporary fictions of the financial imaginary—Oliver Stone's *Wall Street*, for example.

Requirements will be two papers, one short and one longer, and avid and earnest class participation.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference to English majors.*

Hour: 1:10-3:50 W

FREEDMAN

ENGL 312T(S) Early Modern Women Writers and the Art of Renaissance Self-Fashioning (Same as Women's and Gender Studies 312) (W)

Since early modern women were at once inside and outside English literary tradition, their writings raise fascinating questions about self-fashioning, generic and social expectations, literary innovation, political subversion, and social revolution. Students in this tutorial will explore questions such as the following: What self-conceptions or forms of self-representation shape these writings? How are these texts shaped by generic and formal expectations of sonnet, romance, drama, or religious autobiography, and how do they re-envision or break free from poetic, narrative, and social conventions? How does the expectation of private manuscript circulation or public printed book affect choices of voice, style, and form? What assumptions or preconceptions do modern readers bring to these texts, and how do these texts shape their readers' expectations and reactions? Readings include: poems and speeches by Elizabeth I; lyrics, psalms, and narrative poems by Isabella Whitney, Mary Sidney, Martha Moulsworth, and Mary Wroth; dramas by Mary Sidney and Elizabeth Cary; diaries, letters and memoirs by Lucy Hutchinson and Anne Halkett; autobiographical/fictional fantasy prose by Margaret Cavendish. Format: tutorial with occasional group meetings. Requirements: Students will meet with the instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10). Preference given to English majors.*

(Pre-1700)

Tutorial meetings to be arranged.

I. BELL

ENGL 315(S) Milton

If you know anything about John Milton, you probably think of him as some blind guy who wrote a really long poem about the Bible. It's hard to shake the feeling that Milton is the fustiest of English poets—dull, pious, brilliant and all, but nobody you would read if you didn't have to. But then what are we to make of the following? The first piece that Milton wrote that was read widely throughout Europe was a boisterous defense of the English Revolution. Milton was most famous in his lifetime as the poet who went to bat for the Puritan rebels, who came right out and said that the king looked better without his head. Of all the major English poets, Milton is the revolutionary.

So a course on Milton is by necessity a course on literature and revolution. We will read most of Milton's major works, poetry and prose, and we will look, too, at the writings of Milton's allies and his opponents: poets, pamphleteers, and news-writers. And we will ask some big questions as we go: How did the mid-seventeenth century, probably the most tumultuous decades in the history of modern Britain, transform the culture of the English-speaking world? What is the relationship between literature and the state or between literature and radical politics? Is there a poetics of revolution? How can a poet who seems to be writing for Sunday school about God and Adam and Eve and the serpent—really have been writing about rebellion all along?

Format: discussion. Requirements: class discussion, two long essays.

Prerequisite: 100-level English course except for 150. *Enrollment limit: 25 (expected: 25). Preference given to English majors.*

Hour: 2:35-3:50 TF

THORNE

ENGL 316(F) The Art of Courtship (Same as Women's and Gender Studies 316)

During Elizabeth I's reign, love poetry and dramatic comedy acquired a remarkable popularity and brilliance, unparalleled in English literary history. What is the "art"—the language, form, and rhetoric—of Elizabethan courtship? What kind of society generated this literary obsession, and conversely, what kind of culture and sexual relationships did the literature of courtship and seduction produce? This course explores the links between literary conventions and social conventions, sexual politics and court politics. It studies gems of English Renaissance literature (Shakespeare's *Twelfth Night* and *Much Ado About Nothing*, love poetry by Shakespeare, Spenser, Sidney, and Donne, Castiglione's *The Courtier*) along with court rhetoric, political negotiations, the first poem written and published by an Englishwoman, the first autobiography written by an Englishman, social debates over poetry, the theater, sexuality, clandestine marriage, women's lawful liberty. There will be short lectures and lots of discussion.

Format: discussion/seminar. Requirements: weekly short essays or two 5-page papers, and a final research paper of 10-12 pages.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).*

(Pre-1700)

Hour: 1:10-2:25 MR

I. BELL

ENGL 318(F) Literature and Revolution

Since at least the time of Thucydides, historians have noted the transformative effect of political upheavals on language. In this course, we will explore the connection between revolution and writing, thinking about the ways that political changes shape literary, historical, and philosophical expression. The course will focus on British responses to the French Revolution (though this will require some attention to the American revolution and the revolutionary moments of 1830 and 1848 as well), the idea of "radicalism" in politics and literature, the role of trauma, and the difficulties involved in narrating contested history, both within the nations suffering these displacements and abroad. Readings will include central revolutionary documents, as well as writing across genres that grapples with the issues most important to revolutionary projects. Authors to be discussed may include Rousseau, Burke, Paine, Blake, Williams, Wordsworth, Coleridge, Carlyle, and Dickens. We will also spend some time considering various theoretical responses to revolution, including those of Hegel, Marx, and Arendt.

Format: seminar. Requirements: two 8- to 10-page essays.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference to English majors.*

(1700-1900)

Hour: 1:10-2:25 TF

HACKER

ENGL 320T(F) Marlowe and Shakespeare (W)

In 1586, at the age of twenty-three, Christopher Marlowe wrote Tamburlaine the Great. Over the next six years—probably while moonlighting as a government spy—he went on to produce some of the strangest and also most influential works of English drama. Then in 1593, Marlowe was murdered, stabbed through the eye in a tavern brawl. It is often said that Marlowe's early death, no less than his early success, made the work of Shakespeare possible. In this tutorial we will read Marlowe's *Edward II*, the first popular history play in English, and Shakespeare's *Richard II*; *The Jew of Malta* and *The Merchant of Venice*; *Doctor Faustus* and *Macbeth*. We will look at ways in which Marlovian preoccupations—with lurid violence, with debasement, with self-invention—resurface in Shakespeare, in new forms. In the process we will also take up more general questions of literary influence: What do writers borrow from each other? And how does the knowledge of indebtedness—shared to varying degrees with an audience—affect the meaning and impact of their work? Critical readings will include essays by Harry Levin, Harold Bloom and Stephen Greenblatt.

Format: tutorial. Requirements: Students will meet with the instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10). Preference given to English majors.*

(Pre-1700 or Criticism)

Tutorial meetings to be arranged.

KLEINER

ENGL 321 Samuel Johnson and the Literary Tradition (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/engl/engl321#.html)

FIX

ENGL 324 Introduction to Eighteenth-Century Literature (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/engl/engl324.html)

THORNE

English

ENGL 329 Puritanism and its Aftereffects (*Not offered 2005-2006; to be offered 2006-2007*)
(www.williams.edu/Registrar/catalog/depts/engl/engl329.html)

ENGL 331(S) Romantic Poetry

An intensive study of the important poetry of the Romantic period (roughly 1785-1830), one of the great watersheds in the history of poetry in English. Poets likely to be studied include Wordsworth, Blake, Coleridge, Smith, Robinson, Byron, Shelley, Hemans, and Keats. We will also pay some attention to the historical developments of the period, especially the consequences of the French Revolution and the subsequent rise of Napoleon.

Format: discussion/seminar. Requirements: two short papers and a longer final paper.

Prerequisites: a 100-level English course, except 150; some further study of poetry desirable. *Enrollment limit: 25 (expected: 25). Preference given to English majors.*

(1700-1900)

Hour: 2:35-3:50 MR

HACKER

ENGL 332(F) Law and Society in 18th-19th Century British Fiction (Same as Legal Studies 332)

With industrialization, urbanization, and the expansion of colonial powers, 18th- and 19th-centuries Britain increasingly saw relations between individuals mediated by large, impersonal structures and institutions, rather than by local customs and traditional social relations. Chief among these was the law. National legal codes, police forces, lawyers, courts, prisons, and indeed the gallows replaced traditional ways of settling disputes and adjudicating crimes. We will examine fiction from this period that addresses fundamental questions about living in a culture bound in new ways by the law and its enforcement. Can the law transcend class interests, or will it inevitably reinforce the power structures of the society that produces it? How can the law mediate between cultures with radically different conceptions of right and wrong? What is the meaning of the "ideal of justice" when legal institutions, like courts and lawyers' guilds, become power bases in themselves? How can the quest for truth in the courtroom contend with the slipperiness of language, and the seemingly limitless human capacity for conscious and unconscious deceit, from both prosecutors and defendants? Finally, how do popular novels, as part of mass culture, shape various publics' perceptions of and reactions to legal institutions?

Some likely texts include Fielding's *Jonathan Wild*, Godwin's *Caleb Williams*, Scott's *Heart of Midlothian*, Dickens's *Bleak House*, Taylor's *Confessions of a Thug*, and selections from Browning's *The Ring and the Book*.

Format: discussion. Requirements: regular participation, two 5- to 7-page papers, and a 10- to 15-page final paper.

Prerequisite: 100-level English course or permission of the instructor. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(1700-1900)

Hour: 2:35-3:50 MR

CASE

ENGL 333 Nineteenth-Century British Novel (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/engl/engl333.html)

CASE

ENGL 335(S) Victorian Strangers: Anonymity and Solitude in the Nineteenth Century

What is the Victorian novel if not over-crowded? Its pages teem with people, characters both major and minor, as well as those who seem to be simply extras, jamming the streets and making their usual uproar just outside the center of action. And all of them are crammed into some space we understand as the world of the novel. This heavily populated literary form has a geographic analogue in London, Europe's first city of one million people. For many in Victorian Britain the world seemed increasingly crowded, populated with people unknown. This course is about strangers and crowded worlds, as well as the varied literary and cultural responses to a society characterized by frequent encounters with anonymous others. We'll discover the pleasures and perils posed by the Victorian city, alive with unknown people and exhilarating crowds, and think about questions raised by life among the strangers who constitute any community, from towns to nations. How does it feel to live in a peopled world, for example, one in which the presence of others might be felt as much as a problem as a pleasure? What strategies—psychological, social, aesthetic, even romantic—evolve to cope with such a world? We'll spend some time thinking through newly central categories of experience, such as anonymity and solitude, as they're registered in a variety of texts. We'll ask whether anonymity is a relegated subjectivity or a privileged model of identity. What does it mean that Victorian prostitutes were called *Anonyma*? Does anonymity have a gender? A class? We'll consider how texts contend with strangers and anonymity at the formal level, asking if the Victorian novel's weirdly disembodied but ubiquitous omniscient narrator, for example, routinizes anonymity. We'll also examine strategies of solitude in a crowded world, moments in which some, unable to take on the mantle of anonymity, attempt other types of escape from society through self-absenting acts like reading in public or daydreaming. Readings likely to include: Thackeray, *Vanity Fair*; Dickens, *Bleak House*; Eliot, *Daniel Deronda*; Oscar Wilde; Conan Doyle's Sherlock Holmes stories; Stevenson, *Jekyll and Hyde*; Conrad, *The Secret Agent*; various social theorists.

Format: seminar/discussion. Requirements: 2 essays, one shorter and one longer, totaling 15-20 pages,

class attendance and participation.

Prerequisite: 100-level English course or permission of the instructor. *Enrollment limit:* 25 (expected: 20).

Preference to English majors.

(1700-1900)

Hour: 2:35-3:50 MR

MCWEENY

ENGL 336(F) Victorian Literature and Culture

The Victorian era might seem shrouded in the fog of history, an only dimly seen world of repressed sexuality and stiff manners. Much of that fog, however, turns out to be pollution produced by the factories that sprang up seemingly everywhere during Britain's industrialization in the nineteenth century. In other words, the Victorians, with their noisy, crowded cities and burgeoning mass entertainment industry in the form of the novel, Great Exhibitions, and moving panoramic pictures, are much closer to our own foggy world than we might think. This course will introduce students to some of the major works and concerns of that huge portion of the nineteenth century over which Queen Victoria reigned, concerns that continue to occupy us long after her death: like sex, money, celebrity, work and death. Although the (very) long novel is the signal literary achievement of the era, we'll also read poetry and other types of prose to gain a sense of the century's enormous variety of literary production. Among our concerns will be the rise of commodity culture (shopping as we know it was invented by the Victorians); the efforts, and dramatic failures, of literary forms to secure the distinction between the private realm of the home and the public world of work; the novel's part in the formation of Britain's vast empire; and the response of literary works to life in cities such as London. We'll pay attention to how these works transform stories of getting and spending (i.e. the pursuit of economic interests) into dramas of romantic desire (and vice versa), and how they work both to uphold and overturn the social arrangements of gender, class, sexuality and race in nineteenth-century England. Because so many of the stories told by these works are as familiar to us as everyday life—in fact, are crucial to the construction of what we now know as everyday life—we'll also work hard to maintain what's strange and specific to the nineteenth century about these works even as we glimpse our own world's fun-house mirror reflection in them. Likely authors to be studied include Austen, Bronte, Dickens, Arnold, Swinburne, Eliot, Wilde, and Hardy.

Format: discussion/seminar. Requirements: two essays, one shorter and one longer, totaling 15-20 pages, short weekly writing assignments, regular attendance, and active participation in class discussions.

Prerequisite: 100-level English course or permission of the instructor. *Enrollment limit:* 25 (expected: 20).

Preference to English majors.

(1700-1900)

Hour: 1:10-2:25 MR

MCWEENY

ENGL 338(F) Literature of the American Renaissance (Same as American Studies 338)

In this course we will study the distinctive writing produced in the last two decades before the Civil War, a concentrated moment of expression that has often been taken as the "birth" of an American literature. But while some of the authors we will be reading have been valued by critics since the mid-nineteenth century (Emerson, Poe, Hawthorne, Whitman), some were only rediscovered in the early twentieth century (Melville, Dickinson), and some only entered the classroom in the last twenty-five years (Stowe, Douglass). We will attend closely to the period's pervasive self-consciousness about language; the contested influence of transcendentalism on literature; debates over citizenship and American identity; and the challenge of slavery to American values.

Format: discussion/seminar. Requirements: class participation, email responses to readings, two short papers and a longer (10-12 page) final paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit:* 25 (expected: 25). *Preference to English and American Studies majors.*

(1700-1900)

Hour: 11:00-12:15 MW

ROSENHEIM

ENGL 339 Magic Realism (Same as Comparative Literature 319) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/engl/engl339.html)

THORNE

ENGL 341(F) American Genders, American Sexualities (Same as Women's and Gender Studies 341)

This course investigates how sexual identities, desires, and acts are represented and reproduced in American literary and popular culture. Focusing on two culturally rich periods—roughly 1880-1940 (when the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), and on the last twenty years—we will explore what it means to read and theorize "queerly." Among the questions we will ask: What counts as "sex" or "sexual identity" in a text? Are there definably lesbian, gay, bisexual, transgender or queer writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? And why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular historical events, such as the rise of sexology, the Harlem Renaissance, and the emergence of a transgender movement have had on queer cultural production. Readings may include works by the following theorists—Almaguer, Butler, Sedgwick, Foucault, Freud, Hammond—as

English

well as James's "The Beast in the Jungle," Stein's *QED*, Cather's "Paul's Case," Larsen's *Passing*, Fitzgerald's *The Great Gatsby*, Diaz's "Drown," Feinberg's *Stone Bitch Blues*, and poetry by Lorde, Hughes, Pratt, and Rich, as well as screenings of contemporary videos and films such as *Looking for Langston* and *The Wedding Banquet*.

Format: discussion/seminar. Requirements: active class participation, several short writing assignments, two 5-page papers, and one 8- to 10-page paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to English majors and/or students interested in Gender/Queer Studies.*

(Post-1900 or Criticism)

Hour: 1:10-2:25 TF

KENT

ENGL 342 Representing Sexualities: U.S. Traditions (Same as Women's and Gender Studies 342) (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/engl/engl342.html)

KENT

ENGL 343T(F) Whitman and Dickinson in Context (W)

In this tutorial, we will read closely the works of two of the most influential and fascinating poets in the U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings—in Whitman's case, his essays; in Dickinson's, her letters—we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicity and privacy in his/her work, as well as their efforts to "perform" and/or reform the American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition/slavery, women's suffrage, temperance, and territorial expansion. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

Format: tutorial. Students will be evaluated on their written work, their oral presentations of that work, their analyses of their colleague's work, and on a final, comprehensive essay that will address the themes engaged in the tutorial.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10). Preference given to English majors.*

(1700-1900)

Tutorial meetings to be arranged.

KENT

ENGL 345 The Black Arts (Same as American Studies 345) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/engl/engl345.html)

D. L. SMITH

ENGL 348 Faulkner and His Influence (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/engl/engl348.html)

LIMON

ENGL 350(S) James Baldwin and His Contemporaries (Same as African-American Studies 350 and Women's and Gender Studies 350)*

Why study James Baldwin? This course will examine his major fiction in relationship to works by other African American writers, male and female, and will highlight his contribution to current debates about race, gender, sexualities, and the politics of location. To what extent is Baldwin in conversation with such writers as Richard Wright, Ann Petry, Toni Morrison, Randall Kenan, and Melvin Dixon? How does Baldwin's fiction treat identity as a complex, often unstable social formation? We will read *Go Tell It on the Mountain*, *Giovanni's Room*, *Going to Meet the Man*, *Another Country*, *If Beale Street Could Talk*, and *Just Above My Head* as answers to these questions.

Format: discussion/seminar. Requirements: one 5- to 7-page essay and one 8- to 10-page essay.

Prerequisite: a 100-level English course, except 150, or permission of the instructor. *Enrollment limit: 25 (expected: 20). Preference given to English majors and African-American Studies concentrators.*

(Post-1900)

Hour: 1:10-2:25 TF

BLOUNT

ENGL 351(S) Reading Africa: Gender and Sexuality (Same as Comparative Literature 351 and Women's and Gender Studies 351)*

In this class we will explore some of the ways that gender and sexuality are understood, performed, and transformed in Africa. We will begin by thinking about predominant ways of looking at the continent which we must work through: the legacy of colonial conceptions of Africa, the debates over the validity of feminism in Africa, and contemporary Western journalism's "afro-pessimism"—imagining Africa as the site of inevitable horror and disaster, usually figured through the image of the young black man with a gun.

How can Africans negotiate these frameworks while also writing honestly about the urgent problems facing contemporary society? We cannot attempt to cover everything going on across this vast continent, but we will analyze some African texts from different locations—novels, short stories, films, photographs, journalism, and music—that offer their own perspectives on women and men, marriage, tradition, and modernity, war, Aids and the city, as well as the emergent structures of feeling produced by new sexual identities, musical forms, and the popular institution of the beauty pageant.

Format: discussion/seminar. Requirements: The class will involve a lot of discussion, email responses to the reading, and three papers totaling approximately 20 pages.

Prerequisites: one Writing-Intensive course. *Enrollment limit: 25 (expected: 15).*

(Post-1900)

Hour: 1:10-2:25 MR

MUNRO

ENGL 353 Modern Poetry (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/engl/engl353.html)

ENGL 354 Contemporary American Poetry (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/engl/engl354.html)

ENGL 357(S) Contemporary American Fiction

A study of recent American fiction since World War II. The main topic will be the shift from modern to postmodern narration, and the uses of experiments in narration for discriminating private and public craziness. We shall be reading Joseph Heller's *Catch-22*, Vladimir Nabokov's *Pale Fire*, Thomas Pynchon's *The Crying of Lot 49*, Denis Johnson's *Jesus's Son*, Toni Morrison's *Beloved*, Don DeLillo's *White Noise*, and Raymond Carver's *What We Talk About When We Talk About Love*. Though the class is not a seminar, all class meetings will be centered on discussions of the books.

Format: discussion/seminar. Requirements: class participation, a 4- to 6-page paper, a 6- to 8-page paper, and a final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to senior, then junior English majors.*

(Post-1900)

Hour: 11:20-12:35 TR

LIMON

ENGL 360(F) Joyce's *Ulysses*

This course will explore in depth the demanding and exhilarating work widely regarded as the most important novel of the twentieth century, James Joyce's *Ulysses*, which both dismantled the traditional novel and revitalized the genre by opening up new possibilities for fiction. We will discuss the ways in which compelling issues of character and theme (e.g., questions of heroism and betrayal, oedipal dynamics, sexuality and the politics of gender, civic engagement and artistic isolation, British imperialism and Irish nationalism), are placed in counterpoint with patterns drawn from myth, theology, philosophy, and other literature, and will consider the convergence of such themes in an unorthodox form of comedy. In assessing *Ulysses* as the outstanding paradigm of modernist fiction, we will be equally attentive to its radical and often funny innovations of structure, style, and narrative perspective. (Students unfamiliar with Joyce's short novel *A Portrait of the Artist as a Young Man*, which introduces characters later followed in *Ulysses*, are urged to read it in advance of the course.)

Format: discussion/seminar. Requirements: active participation in class discussions, several brief reports, a midterm exam, two papers, and final exam. Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to English majors.*

(Post-1900)

Hour: 11:20-12:35 TR

R. BELL

ENGL 366 Modern British Fiction (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/engl/engl366.html)

ENGL 368T(S) Approaches to W. B. Yeats (W)

In this course we will read the poetry and selected prose and plays of the Irish writer William Butler Yeats, widely regarded as the single most influential poet of the twentieth century. We will read these texts in conjunction with writing about Yeats which represent a range of critical and theoretical approaches to his work—including post-colonial theory, social text theory, post-structuralism, gender studies, and textual scholarship. We will consider, for instance, how his writings were shaped by and responded to the cultural, political and material contexts of his time; how he conceived of authorial selfhood, its construction in language, and the functions of literature; and what draft materials, and published revisions can tell us about the "finished" text of a poem. The aim of the course is to give students both a richer understanding of Yeats's oeuvre, and experience in engaging with a range of critical and theoretical approaches to reading literary works.

Format: tutorial. Students will meet with the instructor in pairs for an hour each week, and will alternate between writing 5-7 page papers and commenting on their partner's papers. Substantial revision of one paper will also be required as a final project. Students will be evaluated on their written work, their oral presentation of that work, and on their analyses of their partner's essays.

English

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 10 (expected 10). Preference given to English majors.*

(Post-1900)

Tutorial meetings to be arranged.

PETHICA

ENGL 372(F) African-American Literary Thought and Culture (Same as American Studies 372) (W)*

This course examines a series of theoretical initiatives that challenge and broaden the study of African-American literature. We will be reading a mixture of fiction and non-fiction by writers such as James Weldon Johnson, Alain Locke, W.E.B. Du Bois, Zora Neale Hurston, Richard Wright, Ralph Ellison, Toni Morrison and Patricia Williams. In doing so, we will be asking a set of practical questions: What is the relationship between sociopolitical criticism and literary history? Should Afrocentric ideology govern the theoretical and critical examination of African American literature? What role does literature play in shaping contemporary debates about the social construction or political realities of race and gender? What is the nature of the relationship between American and African-American literary history? How has the formation of African-American literature challenged or affirmed other literary and national paradigms?

Format: discussion/seminar. Requirements: four short essays and one oral presentation as well as participation in class discussion.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to English majors, African-American concentrators, and qualified non-majors.*

This course is part of the Critical Reasoning and Analytical Skills initiative.

(Criticism or Post-1900)

Hour: 9:55-11:10 TR

CHAKKALAKAL

ENGL 373 Modern Critical Theory (Same as Comparative Literature 343) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/engl/engl373.html)

SOKOLSKY

ENGL 378(S) Nature/Writing (Same as Environmental Studies 378)

What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

Requirements: two 10-page papers, regular class attendance, and participation in discussions.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: about 20). Preference to English majors and Environmental Studies concentrators.*

(Post-1900)

Hour: 1:10-3:50 W

D. L. SMITH

ENGL 379 Contemporary World Novel (Same as Comparative Literature 329) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/engl/engl379.html)

LIMON

ENGL 389(S) History Through Fiction, Fiction Through History: Windows into African-American Culture (Same as History 389)*

The aim of this course is to provide students with a dual approach to understand African American life between 1865 and 1925. We will read works of African American literature in conjunction with modern historiography of the period. Students will be encouraged to examine the tensions and continuities between literature of the period and historians' interpretation of its social and political context. We will be reading literary works by Paul Laurence Dunbar, Sutton Griggs, Charles Chesnutt and Zora Neale Hurston, alongside works of history on Blacks during the Reconstruction and Progressive eras.

Format: Team-taught, lecture/discussion. Requirements: three short papers and one final research paper. Prerequisite: 100-level English class or permission of the instructors. *Enrollment limit: 30 (expected: 30). Preference given to English and History majors and African-American Studies concentrators.*

(Post-1900)

Hour: 1:10-3:50 W

CHAKKALAKAL and LONG

ENGL 392(F) Wonder

We tend to imagine "wonder" as a naive, wide-eyed response, something quite distinct from the cold and sophisticated act of critical analysis. In this discussion class, we will consider wonder as an analyzable concept, but one that raises provocative questions about the nature and limits of our own, distinctly modern forms of critical engagement. The course examines three historical incarnations of "wonder," each involving complex relations among the aesthetic, philosophical, and social domains: the Renaissance tradition on wonder and the marvelous; the eighteenth-century analysis of the sublime; and twentieth-century accounts of the culture of spectacle. We will consider writers such as Shakespeare, Sir Thomas Browne, Wordsworth, Borges, and W.G. Sebald (all wonderful); painters such as Leonardo and Vermeer, the photography of Andreas Gursky and Thomas Struth; films including Lang's *Metropolis* and Scott's *Blade Runner*; and

critical or philosophical writers, including Aristotle, Edmund Burke, and Walter Benjamin.
 Format: discussion/seminar. Requirements: two 8- to 10-page papers.
 Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25). Preference given to English majors.*
 (Pre-1700 or Criticism)
 Hour: 2:35-3:50 MR PYE

ENGL 395(F) Time-Consciousness in Modern Literature and Philosophy

In the eleventh book of his *Confessions*, Augustine gives voice to the perplexity that motivates this course: “what in speaking do we refer to more familiarly and knowingly than time? And certainly we understand also when we hear it spoken of by another. What, then, is time? If no one ask of me, I know; if I wish to explain to him who asks, I know not.” In this course, we will consider the many difficulties that arise when one attempts to answer Augustine’s deceptively simple question, giving special attention to the probing reflections about the experience of time that played such an important role in the development of twentieth-century literature and philosophy. Is time essentially a series of punctual and homogeneous “nows,” best measured by clock and calendar? Or does this objective picture of time (which imagines it as analogous to space) exclude some essential aspects of our first-person consciousness of time? To take a basic example, when we listen to a musical melody, is it but a sequence of individual tones that we hear? Or is there a temporal duration or continuity to the series perceived as a whole that exceeds the sum of its parts? If so, how (if at all) do the subjective and objective aspects of musical time fit together? And are there other types of time-consciousness that cannot easily fit into an objective picture of time but which nonetheless play an essential role in our lives? These are the kinds of questions we will ask, both of ourselves and of the many literary and philosophical works written in the last century that found time-consciousness a rich and absorbing subject. Time-related topics we will investigate include stream of consciousness, memory, haunting, the everyday, finitude and death. Literary works we will read include Virginia Woolf’s *Mrs. Dalloway* and William Faulkner’s *The Sound and the Fury*. We will also read philosophical treatments of time by St. Augustine, Immanuel Kant, William James, Henri Bergson, John McTaggart, Edmund Husserl, Martin Heidegger, Mikhail Bakhtin, and Paul Ricoeur.

Format: discussion/seminar. Requirements: active participation in class discussions, one 5- to 8-page paper and one 8- to 10-page paper.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20). Preference to English majors.*

(Criticism)

Hour: 2:35-3:50 TF

RHIE

400-LEVEL COURSES

On the aims of these courses, please see description at beginning of the English Department section of the catalog.

ENGL 411(S) Psychoanalysis, Gender, and Sexuality (Same as Comparative Literature 342 and Women’s and Gender Studies 411)

Psychoanalytic thought offers one of the most subtle and startling accounts we have of the nature of gender and sexuality, one that suggests how inextricably sexuality is bound to language, to the limits of culture, and to the problem of identity as such. We’ll be interested in these issues in their own right; we’ll be equally interested in the surprising ways psychoanalytic thought opens up literary and cinematic works—psychoanalysis is, in the end, a form of reading. The course will weave together theoretical texts and fictions from *As You Like It* to *Some Like it Hot*. We’ll explore *Antigone*, “chick flicks” and “buddy” films, courtly love lyrics and novels (Woolf, Duras) in the light of thinkers such as Freud, Jacques Lacan, Jacqueline Rose, Leo Bersani and Lee Edelman.

Format: discussion/seminar. Requirements: lively participation, one short (6 page) and one long (12 page) paper.

Prerequisites: a 300-level English course or permission of the instructor. *Enrollment limit: 15 (expected: 15). Preference given to English and Women’s and Gender Studies majors.*

(Criticism)

Hour: 1:10-3:50 W

PYE

ENGL 412 Transcendentalism (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/engl/engl412.html)

T. DAVIS

ENGL 450(S) Herman Melville and Mark Twain

Despite their profound differences in literary style and personal temperament, Herman Melville and Mark Twain had much in common. Both gained national popularity through their travel writings, both were acute and critical observers of American Political life, and both were adventurous innovators in the craft of prose fiction. Melville, however, spurned his own success and alienated his readers with a series of complex, difficult, and unsettling novels. Mark Twain, on the other hand, expanded his popularity with astonishing effectiveness. This course will examine and compare the works and careers of these writers. A comparative approach to works such as *Benito Cereno* and *Pudd’nhead Wilson*, satirical works addressing slavery and racial attitudes, should be illuminating. On the other hand, we will also attend to the traits that

English

make these writers such singular literary artists.

Format: discussion/seminar. Requirements: one short paper of 5 to 7 pages and a final paper of about fifteen pages.

Prerequisites: a 300-level English course, or permission of instructor. *Enrollment limit: 15 (expected: 15).* (1700-1900)

Hour: 1:10-2:25 MR

D. L. SMITH

CREATIVE WRITING COURSES

Students interested in taking a creative writing course should preregister and be sure to attend the first class meeting. Class size is limited; final selections will be made by the instructor shortly after the first class meeting. *Preregistration does not guarantee a place in the class.* Students with questions should consult the appropriate instructor.

ENGL 281(F,S) The Writing of Poetry

A workshop in the writing of poetry. Weekly assignments and regular conferences with the instructor will be scheduled. Students will discuss each other's poems in the class meetings.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to students who have preregistered; selection will be based on writing samples and/or conferences with the instructor.*

Hour: 2:35-3:50 TF

2:35-3:50 TF

First Semester: RAAB

Second Semester: RAAB

ENGL 283(F,S) Introductory Workshop in Fiction

A course in basic problems that arise in the composition of short fiction. Individual conferences will be combined with workshop sessions; workshop sessions will be devoted to both published and student work. Considerable emphasis will be placed on the process of revision.

No prerequisites. *Enrollment limit: 15 (expected: 15). Interested students should preregister for the course and attend the first class; selection will be based on writing samples.*

Hour: 11:20-12:35 TR

11:20-12:35 TR

First Semester: BARRETT

Second Semester: K. SHEPARD

ENGL 382(S) Advanced Workshop in Poetry

This course will combine individual conferences with workshop sessions at which students will discuss each other's poetry. Considerable emphasis will be placed upon the problems of revision.

Prerequisites: English 281 or permission of instructor. *Enrollment limit: 15 (expected: 15). Candidates for admission should confer with the instructor prior to registration and submit samples of their writing.*

Hour: 11:20-12:35 TR

RAAB

ENGL 385(F) Advanced Fiction Workshop: Form and Technique

A course for students with experience writing fiction and an understanding of the basics of plot, character, setting, and scene. By examining stories in both traditional and unusual forms, we'll study how a story's significant elements are chosen, ordered, and arranged; how the story is shaped; how, by whom, and to what purpose it's told. Students will generate new stories for workshop, employing the forms and techniques studied.

Format: discussion class/workshop. Requirements: active participation in workshop and written assignments, including brief responses to assigned stories; at least two story drafts (8-20pp long), for discussion in workshop; and at least one revised, polished story.

Prerequisites: English 283 or 384, or permission of instructor. *Enrollment limit: 12 (expected: 12).*

Hour: 1:10-2:25 TF

BARRETT

ENGL 397(F), 398(S) Independent Study

Prerequisites: unusually qualified and committed students who are working on a major writing or research project may confer with the English Department about possible arrangements for independent study.

ENGL 497(F), 498(S) Honors Independent Study

Required of all senior English majors pursuing departmental honors.

SOKOLSKY, Director of Honors

ENGL W30 Honors Colloquium: Specialization Route

Required during winter study of all seniors admitted to candidacy for honors *via* the specialization route.

ENGL W31 Senior Thesis

Required during winter study of all seniors admitted to candidacy for honors *via* the thesis route.

ENVIRONMENTAL STUDIES

Director, Associate Professor KAREN R. MERRILL

Associate Director, Lecturer SARAH S. GARDNER

Professor: K. LEE. Associate Professor: MERRILL. Lecturer: S. GARDNER. Research Associates: R. BOLTON, W. FOX, VENOLIA.

MEMBERS OF THE CENTER

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LOIS M. BANTA, Visiting Associate Professor of Biology
DONALD deB. BEAVER, Professor of History of Science
CHARLES BENJAMIN, Class of 1946 Visiting Professor of International Environmental Studies
DIETER BINGEMANN, Assistant Professor of Chemistry
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MICHAEL F. BROWN, Professor of Anthropology and Latin American Studies
JAMES T. CARLTON, Adjunct Professor of Biology and Professor of Marine Science
BRIDGET J. CLARKE, Assistant Professor of Philosophy
RONADH COX, Associate Professor of Geosciences
DAVID P. DETHIER, Professor of Geosciences and Mineralogy and Director of Research, Hopkins Forest
GEORGES B. DREYFUS, Professor of Religion
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WILLIAM T. FOX, Professor of Geosciences, *Emeritus* and Research Associate in Environmental Studies
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PAUL GALLAY, Visiting Professor of Environmental Law
SARAH S. GARDNER, Lecturer in Environmental Studies
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MARKES E. JOHNSON, Professor of Geosciences
KAI N. LEE, Professor of Environmental Studies
KAREN R. MERRILL, Associate Professor of History
MANUEL MORALES, Assistant Professor of Biology
LEE Y. PARK, Associate Professor of Chemistry
DAREL E. PAUL, Assistant Professor of Political Science
DAVID P. RICHARDSON, Professor of Chemistry
SHEAFE SATTERTHWAITE, Lecturer in Art
STEPHEN C. SHEPPARD, Professor of Public Affairs
DAVID C. SMITH, Senior Lecturer in Biology
HEATHER M. STOLL, Assistant Professor of Geosciences
JOHN W. THOMAN, Jr., Professor of Chemistry

CONCENTRATION IN ENVIRONMENTAL STUDIES

The Environmental Studies Program, within the liberal arts mission of Williams College, provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The program is designed so that students will understand the complexity of issues and perspectives and to appreciate that most environmental issues lack distinct disciplinary boundaries. Our goal is to aid students in becoming well-informed, environmentally-literate citizens of the planet who have the capacity to become active participants in the local and global community. To this end, the program is designed to develop abilities to think in interdisciplinary ways and to use synthetic approaches in solving problems while incorporating the knowledge and experiences gained from majoring in other departments at the College.

The concentration in Environmental Studies allows students to pursue an interdisciplinary study of the environment by taking elective courses in the natural sciences, the social sciences, and the humanities and the arts. The purpose of the program is to provide the tools and ideas needed to engage constructively with the environmental and social issues brought about by changes in population, economic activity, and values. Environmental controversies typically call upon citizens and organizations to grasp complex, uncertain science, contending human values, and ethical choices—in short, to grapple with matters for which the liberal arts are a necessary but not sufficient preparation. Environmental Studies accordingly includes courses in natural sciences, social sciences, humanities, and the arts, in order to equip students with the broad educational background needed to analyze complex environmental matters and to fashion pragmatic, feasible solutions.

The program is administered by the Center for Environmental Studies (CES), located in Kellogg House. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. The Matt Cole Memorial Library at Kellogg House holds a substantial collection of books, periodicals, unpublished documents, maps, and electronic media. Kellogg House also houses a Geographic Information Systems laboratory as well as study and meeting facilities available to students and student groups. The Center administers the Hopkins Memorial Forest, a 2500-acre natural area northwest of campus, where field-study sites, a laboratory, and passive-recreation opportunities may be found in all seasons. CES also operates an environmental analysis laboratory at the Science Center.

Environmental Studies

The Environmental Studies Program has three overlapping components:

- ◆ The concentration in Environmental Studies, which consists of a set of seven courses.
- ◆ The Four Places goal. (*See below.*)
- ◆ Honors in Environmental Studies; a senior thesis is encouraged but not required.

Concentration Requirements

Seven courses are required: four are *core* courses to be taken by all students earning the concentration; three are *distribution* courses to be selected from the lists below.

Core courses

- 101 Humans in the Landscape
- 203 Ecology
- 302 Environmental Planning and Design Workshop
- 402 Senior Seminar

The core courses are intended to be taken in sequence, although there is some flexibility allowed. Environmental Studies (ENVI) 101 is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 203 is a course in ecology (offered in Biology) that provides a unified conceptual approach to the behavior of living things in the natural world. ENVI 302 puts teams of students to work on planning projects of immediate importance in the Berkshires. ENVI 402, the senior seminar, is an opportunity for concentrators majoring in a wide variety of disciplines to draw together their educational experiences and provide a personal accounting of how they understand the interdisciplinary character of environmental studies and its connections to their future lives and careers. The core course structure affords students freedom to explore and to specialize in diverse fields of study, while sustaining a focus on environmental questions throughout their time at Williams.

An interdisciplinary course emphasizing field science, ENVI 102 (*Introduction to Environmental Science*), is strongly recommended for all students interested in the concentration.

Distribution Courses

In order to earn the concentration a student must take one course from *each* of the following three groups. Courses may be counted both toward the concentration in Environmental Studies and toward a disciplinary major.

The Natural World

American Maritime Studies 211/Geosciences 210 Oceanographic Processes
American Maritime Studies 311/Biology 231 Marine Ecology
Biology/Environmental Studies 134 The Tropics: Biology and Social Issues
Biology/Environmental Studies 220 Field Botany and Plant History
Biology 302/Environmental Studies 312 Communities and Ecosystems
Biology 402T/Environmental Studies 404T Current Topics in Ecology: Biological Resources
Chemistry 341/Environmental Studies 341 Toxicology and Cancer
Chemistry/Environmental Studies 364 Instrumental Methods of Analysis
Environmental Studies 102 Introduction to Environmental Science
Geosciences 101/Environmental Studies 105 Biodiversity in Geologic Time
Geosciences/Environmental Studies 103 Environmental Geology and the Earth's Surface
Geosciences/Environmental Studies 104 Oceanography
Geosciences 201/Environmental Studies 205 Geomorphology
Geosciences/Environmental Studies 206 Geological Sources of Energy
Geosciences/Environmental Studies 208 Water and the Environment
Geosciences/Environmental Studies 214 Remote Sensing and Geographic Information Systems
Geosciences/Environmental Studies 215 Climate Changes
Geosciences/Environmental Studies 218T The Carbon Cycle
INTR/Environmental Studies/Biology 225 Natural History of the Berkshires

Humanities, Arts, and Social Sciences

American Maritime Studies 201/History 352 America and the Sea, 1600-Present
American Maritime Studies/English 231T Literature of the Sea
Anthropology 214/Environmental Studies 224 The Rise and Fall of Civilizations
ArtH/Environmental Studies 201 American Landscape History
ArtH/Environmental Studies 310 American Agricultural History
ArtS 329 Architectural Design II
Economics 366 Rural Economics of East Asia
English/Environmental Studies 378 Nature/Writing
History/Environmental Studies 353 North American Indian History: Precontact to the Present
History/Environmental Studies 474 The History of Oil
Philosophy/Environmental Studies 223 Environmental Ethics
Religion/Environmental Studies 287 The Dynamics of Globalization: Society, Religion and the Environment
Religion 302 Religion and Society
Sociology 368 Technology and Modern Society

Environmental Policy

American Maritime Studies/Environmental Studies 351 Marine Policy
Economics 204/Environmental Studies 234 Economic Development in Poor Countries
Economics/Environmental Studies 213 The Economics of Natural Resource Use
Economics/Environmental Studies 221 Economics of the Environment
Economics 369/512 Agriculture and Development Strategy
Economics 383 Cities, Regions and the Economy
Economics/Environmental Studies 386 Environmental Policy and Natural Resource Management
Environmental Studies/Political Science 246 Nature, Wealth and Power: Social Science Perspectives on Conservation and Natural Resource Management in the Developing World
Environmental Studies/Political Science 270T Environmental Policy
Environmental Studies 307/Political Science 317 Environmental Law
Environmental Studies 313 Global Trends, Sustainable Earth
Political Science 229 Global Political Economy
Political Science 327/Environmental Studies 329 The Global Politics of Development and Underdevelopment

Variations from the requirements of the concentration must be approved in writing by the director of the program. Students are urged to consult with program faculty and the director as soon as they develop an interest in the concentration or if they intend to participate in study away opportunities.

In addition to courses fulfilling the concentration requirements, the following electives and related electives are offered:

Environmental Studies 397, 398 Independent Study of Environmental Problems
Environmental Studies 493-W31-494 Senior Research and Thesis

Winter study courses play an important role in the program, offering opportunities to experiment in fields unfamiliar to the student, and for interdisciplinary topics to be developed by faculty working alone and in teams. Students are urged to review each year's winter study offerings bearing in mind their interests in the environment.

Rationale for Course Numbering

The numbering sequence of the four required courses reflects the order in which they should be taken, although Environmental Studies 302 may be taken in the senior or sophomore year if a student is away junior year. Cross-listed courses are assigned the same number as the departmental number whenever possible.

Four Places—A Goal

The human place in natural landscapes is intrinsically geographic, and learning about humans in particular places is an essential part of environmental studies. By the time each student in Environmental Studies graduates, she or he should have developed intellectual insight into and personal *experience* of four places: "Home"; "Here"—the Berkshires; "There"—an alien place; and "The World"—a global perspective. For practical purposes, "There" is a place where the geography is unusual in the student's experience (e.g., developing country, inner city, arctic), so are the socioeconomic circumstances (for example, per capita income might be a small fraction of a year's tuition at Williams), and the working language is not standard English. Although this goal is not a requirement for the concentration, it is a significant aspect of the program, and CES resources are aimed in part at enabling all students to meet this goal. For example, students are encouraged to pursue summer internships in their "Home" communities, or to do semester or winter study courses at locations outside the temperate zones ("There"); field courses in natural science or history courses emphasizing New England can deepen familiarity with "Here." Students concentrating in Environmental Studies should plan winter study courses and summer work or study experiences with the Four Places goal in mind, particularly the experiences "There" and at "Home." Courses not in the list of electives for the concentration may be considered as substitutes, on a case-by-case basis, if they also meet the Four Places goal in a way not otherwise available in the program. Students should see the program director for further information.

Honors in Environmental Studies

A student earns honors in Environmental Studies by successfully completing a rigorous, original independent research project under the supervision of two or more members of the faculty, including at least one member of the CES faculty. The research project should be reported and defended both in a thesis and orally. A student may undertake an honors thesis and submit it to both his or her major department and Environmental Studies; petitions for a joint honors project should be approved by the department chair and the director of the program no later than the beginning of the student's senior year. Students who pursue honors in Environmental Studies alone should enroll in Environmental Studies 493-W31-494, Senior Research and Thesis, in addition to completing the requirements for the concentration.

Because most research requires sustained field, laboratory, or library work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year doing honors research. Funds to support student research are available from restricted endowments of the Center, and an open competition is held each spring, to allocate the limited resources. Some departments

Environmental Studies

also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the possibility of summer research in mind.

Honors in Environmental Studies will be awarded on the basis of the academic rigor, interdisciplinary synthesis, independence, and originality demonstrated by the student and in the completed thesis.

ENVI 101(F) Humans in the Landscape: An Introduction to Environmental Studies

This course introduces environmental studies in the context of the liberal arts—natural and social science and the arts and humanities. By the end of the semester, a student should be able to recognize and to investigate the natural, economic, and industrial bases of daily life, and to analyze the social challenges of altering humans' imprint on nature. These skills are necessary but not sufficient for developing a stance toward environmental quality as an element of civilized life.

Format: lecture/discussion. Evaluation will be based on two quizzes (testing detailed recall), written exercises (testing ability to grasp and make use of ideas important to the course), and a final exam; attentive participation in class and conference discussions also counts.

No enrollment limit (expected: 30-40). Required course for students wishing to complete the Environmental Studies concentration.

Satisfies one semester of the Division II requirement.

Hour: 10:00-10:50 MWF

Conference: TBA

K. LEE

ENVI 102(S) Introduction to Environmental Science

Introduction to Environmental Science introduces students to current scientific methods used to assess environmental quality, rectify impaired systems, and limit future detriment. Through hands-on study of several local sites, we probe five global themes: alteration of the greenhouse effect and carbon cycle; acid deposition; toxic metals in the environment; water quality; and prospects in waste treatment and remediation.

Discussions of case studies from other parts of the world illustrate the global analogues of these local studies. Following these group projects, students design and complete independent projects in subjects of particular interest to them.

Format: two, 75-minute workshop/discussion sessions, and one, 4-hour field/laboratory session each week. Evaluation will be based on reports of field and laboratory projects, participation in discussion, and an independent research project.

Enrollment limit: 36 (expected: 25). Preference given to first-year students. This course is designed for students who have a strong interest in Environmental Science.

Satisfies one semester of the Division III requirement. This course also satisfies "The Natural World" requirement for the Environmental Studies concentration.

Hour: 8:30-9:45 TR

Lab: 1-4 M,W

ART, BINGEMANN and DETHIER

ENVI 103(F) Environmental Geology and the Earth's Surface (Same as Geosciences 103)

(See under Geosciences for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 104(S) Oceanography (Same as Geosciences 104 and Maritime Studies 104)

(See under Geosciences for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 105(F) Biodiversity in Geologic Time (Same as Geosciences 101)

(See under Geosciences for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 134 The Tropics: Biology and Social Issues (Same as Biology 134) (Not offered 2005-2006; to be offered 2006-2007)*

(See under Biology for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 201(F) American Landscape History (Same as ArthH 201)

(See under Art—ArthH for full description.)

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 203(F) Ecology (Same as Biology 203) (Q)

(See under Biology for full description.)

Required course for students wishing to complete the Environmental Studies concentration.

ENVI 205(F) Geomorphology (Same as Geosciences 201)

(See under Geosciences for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 206(S) Geological Sources of Energy (Same as Geosciences 206)

(See under Geosciences for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 208 Water and the Environment (Same as Geosciences 208) (Not offered 2005-2006; to be offered 2006-2007)

(See under Geosciences for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 213 The Economics of Natural Resource Use (Same as Economics 213) (Not offered 2005-2006) (Q)

(See under Economics for full description.)

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 214(S) Remote Sensing and Geographic Information Systems (Same as Geosciences 214)

(See under Geosciences for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 215 Climate Changes (Same as Geosciences 215) (Not offered 2005-2006; to be offered 2006-2007) (Q)

(See under Geosciences for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 218T The Carbon Cycle (Same as Geosciences 218T) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under Geosciences for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 220(S) Field Botany and Plant Natural History (Same as Biology 220)

(See under Biology for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 221(S) Economics of the Environment (Same as Economics 221) (Q)

(See under Economics for full description.)

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 223 Environmental Ethics (Same as Philosophy 223) (Not offered 2005-2006)

(See under Philosophy for full description.)

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 224 The Rise and Fall of Civilizations (Same as Anthropology 214) (Not offered 2005-2006; to be offered 2006-2007)*

(See under Anthropology/Sociology for full description.)

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 225(F) Natural History of the Berkshires (Same as Biology 225 and INTR 225)

(See under IPECS—INTR for full description.)

Satisfies one semester of the Division III requirement.

This course satisfies the "Natural World" requirement for the Environmental Studies concentration.

ENVI 234(S) Economic Development in Poor Countries (Same as Economics 204)*

(See under Economics for full description.)

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 246(S) Nature, Wealth and Power: Social Science Perspectives on Conservation and Natural Resource Management in the Developing World (Same as Political Science 246)*

Natural resources—forests, pastures, and waterways—are a foundation of rural livelihoods and local governance in much of the developing world. Natural resource management is therefore an important vehicle not only for reducing environmental degradation, but also for promoting rural economic development and good governance. This course examines the nexus of natural resources management, rural livelihoods, and governance systems as it relates to sustainable development and biodiversity conservation efforts. It builds

Environmental Studies

a grassroots perspective by situating community-based systems of natural resource management in progressively broader contexts—regional, national, and international. Students explore a variety of conceptual and practical tools for understanding the nature, wealth and power nexus and for balancing the needs and aspirations of local populations with the objectives of conservation and development programs.

Format: seminar. Requirements: Each student completes, in stages, a long research paper integrating environmental, economic and institutional analysis around a case study of sustainable development and/or environmental conservation. Students design their paper around their specific environmental and geographic interests.

Prerequisites: Environmental Studies 101; Political Science 204 is recommended. *Enrollment limit: 12 (expected: 12). Preference is given to seniors and juniors. Satisfies one semester of the Division II requirement.*

This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.

Satisfies one semester of the Division II requirement.

Hour: 8:30-9:45 TR

BENJAMIN

ENVI 270T(F) (formerly 308T) Environmental Policy (Same as Political Science 270T) (W)

Over the past generation, the environment has emerged as a significant policy arena. This course discusses environmental policy and politics from the perspective of the constellation of professionals, managers, and activists involved in the implementation and formulation of policies. The technical and social challenges of environmental policy strain long-accepted notions of democratic representation and rationality. We examine institutional forms, and survey the conflicts that shape the governance of natural resources, property, and ecosystem services. This course emphasizes domestic environmental policy but also draws examples from international contexts.

Format: tutorial. Requirements: each student completes, in stages, a research project on an environmental policy or controversy. A 12-page background paper at mid-semester describes the issues and actors. The subsequent research paper incorporates the background paper, with revisions, into a 20-page analysis of the case and its governmental dynamics, including policy recommendations. There is also a 90-minute exam on the course readings.

Prerequisites: Environmental Studies 101; Political Science 201 are recommended. *Enrollment limit: 12 (expected: 12). Preference given to seniors and juniors.*

This course satisfies the “Environmental Policy” requirement for the Environmental Studies concentration.

Tutorial meetings to be arranged.

BENJAMIN

ENVI 287(S) The Dynamics of Globalization: Society, Religion and the Environment (Same as Religion 287)

(See under Religion for full description.)

This course satisfies the “Humanities, Arts, and Social Sciences” requirement for the Environmental Studies concentration.

ENVI 302(S) Environmental Planning Workshop

This interdisciplinary course introduces the theories, methodologies, and legal framework of environmental planning and provides students with experience in the planning process through project work in the Berkshire region. The first part of the course introduces the students to planning literature through analysis and discussion of case studies. In the second section of the course students apply their skills to the study of an actual planning problem. Small teams of students, working in conjunction with a client in the community, research and propose solutions to a local environmental planning problem. The project work draws on students' academic training, extracurricular activities, and applies interdisciplinary knowledge and methodologies. The course culminates in public presentations of each team's planning study. This course also includes field trips and computer labs.

Format: discussion/project lab. Requirements: midterm exam, short written exercises, class presentations, public presentations, final group report.

Prerequisites: Environmental Studies 101 and Biology/Environmental Studies 203, or permission of instructors. *No enrollment limit (expected: 25). Open to juniors and seniors only.*

Required course for students wishing to complete the Environmental Studies concentration.

Hour: 11:20-12:35 TR

Lab: 1-4 T,R

ART and GARDNER

ENVI 307(S) Environmental Law (Same as Political Science 317)

In recent decades, a complex web of environmental laws has altered our approach to land use and resource management, raised public health standards, and forced business and government to reinvent their relationships with one another and with local communities. This course examines how environmental laws develop, from the discovery of a problem, through the passage and implementation of legislation, to changes in the behavior of regulated industries, and, finally, to site restoration and the prevention of new harms. Students will examine the roles played by four main groups: citizens—organizations, elected officials, the business sector, and the bureaucracy. We will use case law and source materials like agency permits and consent agreements to show how these four groups often establish a “checks and balances” relationship with one another, helping to assure that the laws we enact provide real environmental relief without unduly

Environmental Studies

interfering with the delivery of public services or creation of goods.

Format: lecture/discussion.

Prerequisites: Political Science 201 and Environmental Studies 101. *No enrollment limit (expected: 20). This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

Hour: 7:00-9:40 p.m. M

GALLAY

ENVI 310(S) American Agricultural History (Same as ArthH 310)

(See under Art History for full description.)

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 312(S) Communities and Ecosystems (Same as Biology 302) (Q)

(See under Biology for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 313(F) (formerly 211) Global Trends, Sustainable Earth

This course examines the possibility of sustainable development, an economy in which material prosperity pursued together with preservation of the life-support systems of the human and natural world. Over the past 200 years the human presence on the planet has changed dramatically, as seen in long-term trends of environmental modification, population growth, and economic change, including patterns of consumption. These and other data are reviewed, in an effort to illuminate the idea of a gradual transition toward sustainability. Sustainability is examined as an emergent phenomenon—not a simple idea imposed from above, but the product of decentralized learning, market innovations, and social changes at many scales. Simulation exercises providing metaphors of emergent phenomena are used to stimulate imagination and thinking.

Format: seminar. Requirements: a long research paper designed by the student, several simulation exercises, and a brief final exam.

No prerequisites. *No enrollment limit (expected: 10).*

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

Hour: 8:30-9:45 TR

BENJAMIN

ENVI 329(S) The Global Politics of Development and Underdevelopment (Same as Political Science 327)*

(See under Political Science for full description.)

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 341(F) Toxicology and Cancer (Same as Chemistry 341)

(See under Chemistry for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 351(F,S) Marine Policy (Same as Maritime Studies 351) (Offered only at Mystic Seaport.)

(See under Maritime Studies for full description.)

Satisfies one semester of the Division II requirement. This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

ENVI 353(F) North American Indian History: Pre-Contact to the Present (Same as History 353)*

(See under History for full description.)

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 364(S) Instrumental Methods of Analysis (Same as Chemistry 364)

(See under Chemistry for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 378(S) Nature/Writing (Same as English 378)

(See under English for full description.)

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 386(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Economics 515)

(See under Economics for full description.)

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

Environmental Studies, First-Year Residential Seminar

ENVI 397(F), 398(S) Independent Study of Environmental Problems

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

Prerequisites: approval by the director of the Center.

Members of the Center

ENVI 402(F) Syntheses: Senior Seminar (Same as Maritime Studies 402)

This course asks students in environmental studies to synthesize their learning in the field—experiential and informal, as well as through courses—into a self-portrait and a statement of intellectual, professional, and personal purpose. Questions about past, present, and possible future value systems as they influence individual and social interactions with the natural environment will be raised. Students will be asked to become explicitly aware of their own values and will have an opportunity to justify them in a long synthesis paper.

Format: seminar. Evaluation will be based on class participation and a major paper.

Prerequisites: Environmental Studies 302 or MAST 351 *Maritime Policy*. *No enrollment limit (expected: 15). Required course for students wishing to complete the Environmental Studies concentration.*

Hour: 7:00-9:40 p.m. M

K. LEE

ENVI 404T(F) Topics in Ecology: Biological Resources (Same as Biology 402T) (W)

(See under Biology for full description.)

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

ENVI 474(F) The History of Oil (Same as History 474)

(See under History for full description.)

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

ENVI 493(F)-W31-494(S) Senior Research and Thesis

FIRST-YEAR RESIDENTIAL SEMINAR

The First-Year Residential Seminar is part of a program designed to help students explore new ways of integrating their social and intellectual lives. Students who elect this seminar live together in the same residential unit, and take the seminar together during the fall semester. Enrollment in the seminar is restricted to students in the program. The seminar explores topics and issues that can be expected to promote lively discussions both in and out of class. It may be team-taught and may contain interdisciplinary subject matter.

All entering first-year students have the opportunity to express interest in participating in this program; if more students are interested than there are spaces available (two sections, maximum 19 students in each), selection is done randomly. Participants must commit themselves to taking FRS 101.

FRS 101(F) Interpreting Human Experience (W)

How we make sense of the world, and of our lives, depends to a considerable degree on the intellectual methodologies we apply to the task of interpretation. Freud, for instance, saw selfhood and perception as fundamentally determined by the structures of the psyche itself; Marx, by contrast, argued that our sense of reality is conditioned primarily by our material and social circumstances; more recently, historian of science Thomas Kuhn has emphasized that the underlying assumptions which shape the very questions we pose as thinkers significantly influence and limit what data, and thus what reality, we are most likely to observe. This course aims to provide a foundational experience for the liberal arts education, by engaging with key religious, political, literary, anthropological, philosophical and psychoanalytic texts with a view to complicating our sense of the purposes and possibilities of intellectual life and confronting the challenges of epistemology. Readings will include works by Plato, John Stuart Mill, Marx, E.M. Forster, Freud, Naguib Mahfouz, Brecht, Dangarembga, and extracts from the Bible and the Qu'ran. In keeping with the aims of the FRS program, the course is intended to foster productive connections between what we discuss and debate in class and your broader experiences as students. The course will invite and promote interdisciplinary connections between core ways of seeing and interpreting the world, with a strong emphasis on improving your critical skills.

Format: seminar. Requirements: regular short writing assignments designed to hone your reading skills; four papers ranging from 3-5 pages; participation in one or two tutorial sessions; and active contribution to discussion.

Enrollment limited to FRS students. Enrollment limit: 19 (expected: 19).

Satisfies one semester of the Division I requirement.

Hour: 9:00-9:50 MWF

PETHICA

GEOSCIENCES (Div. III)

Chair, Professor DAVID P. DETHIER

Professors: DETHIER, M. JOHNSON, KARABINOS, WOBUS. Associate Professor: COX. Assistant Professor: STOLL. Lecturer: BACKUS. Research Associates: BAARLI, BRANDRISS.

MAJOR

The Geosciences major is designed (1) to provide an understanding of the physical and biological evolution of our planet and its interacting global systems, (2) to help us learn to live in harmony with our environment, and (3) to appreciate our place within the vastness of Earth history. Forces within the Earth are responsible for the development of mountain ranges and ocean basins. Waves, running water, and glaciers have shaped the surface of the Earth, providing the landscapes we see today. Fossils encased in sedimentary rocks supply evidence for the evolution of life and help to record the history of the Earth.

Students who graduate with a major in Geosciences from Williams can enter several different fields of geoscience or can use their background in other careers. Students who have continued in the geosciences are involved today, especially after graduate training, in environmental fields ranging from hydrology to earthquake prediction, in the petroleum and mining industries, federal and state geological surveys, geological consulting firms, and teaching and research in universities, colleges, and secondary schools. Graduates who have entered business or law have also found many applications for their geoscience background. Other graduates now in fields as diverse as art and medicine pursue their interest in the out-of-doors with a deeper appreciation for the natural world around them.

The Geosciences major sequence includes, after any 100-level course, six designated advanced courses, and two elective courses.

Sequence Courses (required of majors)

- 201 Geomorphology
- 202 Mineralogy and Geochemistry
- 215 Climate Changes
- 301 Structural Geology
- 302 Sedimentation
- 401 Stratigraphy

Elective courses may be clustered to provide concentrations in selected fields. Suggested groupings are listed below as guidelines for course selections, but other groups are possible according to the interests of the students. Departmental advisors are given for the different fields of Geosciences.

I Environmental Geoscience. For students interested in surface processes and the application of geology to environmental problems such as land use planning, resource planning, environmental impact analysis, and environmental law. Such students should also consider enrolling in the coordinate program of the Center for Environmental Studies.

- 103 Environmental Geology and the Earth's Surface
- 104 Oceanography
- 206 Geological Sources of Energy *or*
- 208 Water and the Environment
- 214 Remote Sensing and Geographic Information Systems
- 215 Climate Changes

(Students interested in Environmental Geosciences should consult with Professors Dethier or Stoll.)

II Oceanography, Stratigraphy and Sedimentation. For students interested in the study of modern and ancient sedimentary environments and the marine organisms that inhabited them.

- 101 Biodiversity in Geologic Time
- 104 Oceanography
- 206 Geological Sources of Energy
- 212 Invertebrate Paleobiology

(Students interested in Oceanography, Stratigraphy, and Sedimentation should consult with Professors M. Johnson or Cox.)

III The Solid Earth. For students interested in plate tectonics, the processes active within the Earth, the origin and deformation of rocks and minerals, and mineral exploration.

- 102 An Unfinished Planet
- 105 Geology Outdoors
- 303 Igneous and Metamorphic Petrology

(Students interested in The Solid Earth should consult with Professors Wobus or Karabinos.)

With the consent of the department, certain courses at the 200 level or higher in Biology, Chemistry, Mathematics and Statistics, or Physics may be substituted for elective courses in the major. Credit may be granted in the Geosciences major for American Maritime Studies 211/Geosciences 210 (*Oceanographic Processes*) or American Maritime Studies 311/Biology 231 (*Marine Ecology*) taken at Mystic Seaport.

Students considering graduate work in geosciences should also take courses in the allied sciences and mathematics in addition to the requirements of the Geosciences major. The selection of outside courses

Geosciences

will depend on the field in which a student intends to specialize. Most geoscience graduate schools require a year of Chemistry and Mathematics through 105. For those going into Environmental Geoscience, courses in computer science or statistics are recommended. For those considering Oceanography, Stratigraphy, and Sedimentation, Biology 102 and Biology 203 are suggested. For students entering Solid-Earth fields, Physics 131 and 132 are recommended.

THE DEGREE WITH HONORS IN GEOSCIENCES

In order to be recommended for the degree with honors, a student is expected to have completed at least two semesters and a winter study project (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. The principal considerations in admitting a student to a program of independent research are mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation.

Further advice on the major can be obtained from the department chair.

GEOS 101(F) Biodiversity in Geologic Time (Same as Environmental Studies 105)

Is planet Earth now undergoing the most severe mass extinction of species ever to have occurred during its 4.5-billion-year history? By some calculations, the expanding population of a single species is responsible for the demise of 74 species per day. This provocative question is addressed by way of the rock and fossil record as it relates to changes in biodiversity through deep geologic time before the appearance of *Homo sapiens* only 250,000 years ago. Long before human interaction, nature conducted its own experiments on the complex relationship between evolving life and changes in the physical world. This course examines ways in which wandering continents, shifting ocean basins, the rise and fall of mountains, the wax and wane of ice sheets, fluctuating sea level, and even crashing asteroids all shaped major changes in global biodiversity. Particular attention is drawn to the half dozen most extensive mass extinctions and what factors may have triggered them. Equal consideration is given to how the development of new ecosystems forever altered the physical world. How and when did the earliest microbes oxygenate the atmosphere? Do the earliest multicellular animals from the late Precambrian portray an architectural experiment doomed to failure? What factors contributed to the explosive rise in biodiversity at the start of the Cambrian Period? What explanation is there for the sudden appearance of vertebrates? How and when did plants colonize the land? What caused the demise of the dinosaurs? Is the present dominance of mammals an accident of nature? The answers to these and other questions are elusive, but our wise stewardship of the planet and its present biodiversity may depend on our understanding of the past. Concepts of plate tectonics and island biogeography are applied to many aspects of the puzzle.

Format: lecture; one laboratory per week (some involving field work); plus one all-day field trip to the Helderberg Plateau and Catskill Mountains of New York, and a half-day trip to the Geology Museum at Amherst College. Evaluation will be based on weekly quizzes and lab work, a midterm exam, and a final exam.

Enrollment limit: 35 (expected:20).

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

Hour: 10:00-10:50 MWF

Lab: 1-3 M,T

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GEOS 102(S) An Unfinished Planet

The Earth is a work-in-progress, an evolving planet whose vital signs—as expressed by earthquakes, volcanic eruptions, and shifting plates—are still strong. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses accrete and separate. There is a message here for all who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model—one of the fundamental scientific accomplishments of this century—to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook and primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast.

Format: lecture, three hours per week; lab (several involving field work), two hours per week; one required all-day field trip during the last week of the semester to the Connecticut Valley and the highlands of western Massachusetts. Evaluation will be based on two hour-tests, weekly lab work, and a scheduled final exam.

Enrollment limit: 40 (expected: 35).

Hour: 10:00-10:50 MWF

Lab: 1-3 W,R

WOBUS

GEOS 103(F) Environmental Geology and the Earth's Surface (Same as Environmental Studies 103)

Limitations imposed by the physical environment have become increasingly important as population expands. Geologic materials such as soil, sediment, and bedrock, and geologic processes involving earthquakes, volcanic activity, and running water often pose constraints on land use. This course examines the nature of geologic materials, the physical processes that continuously change the surface of the Earth, and how these processes affect human activity. Topics include volcanic and earthquake hazards, surface-water

erosion and flooding, landslides, groundwater, solid waste disposal, resource issues, global climate change, and the importance of geologic information to land-use planning. Laboratories emphasize field and classroom studies of surface processes and discussion of their application to planning.

Format: lecture/discussion, three hours per week; laboratory, two hours per week; local field trips. Evaluation will be based on two hour exams, weekly labs, and a final exam.

Enrollment limit: 30 (expected: 20).

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

Hour: 11:00-11:50 MWF

Lab: 1-3 M,W

DETHIER

GEOS 104(S) Oceanography (Same as Environmental Studies 104 and Maritime Studies 104)

This course will present an integrated introduction to the oceans. Topics covered will include formation and history of the ocean basins; ocean chemistry; oceans through time; currents, tides, and waves; oceans and climate; coastal processes and ecology; productivity in the oceans; and resources and pollution. Coastal oceanography will be investigated on an all-day field trip to the New England coast.

Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip. Evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam.

Enrollment limit: 60 (expected: 60). Preference given to first-year students.

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

Hour: 11:00-11:50 MWF

Lab: 1-3 M,T

COX

GEOS 105(F) Geology Outdoors (W)

An introduction to geology through student field projects. The mountains, lakes, rivers, and valleys of the Williamstown area provide unusual opportunities for learning geology in the field. Student projects will include the study of streams as active agents of erosion and deposition, the effects of glaciation on the New England landscape, and the history of mountain building in the Appalachians. Following several group projects introducing the techniques of field geology, students will pursue independent projects on subjects of particular interest to them. This course departs from the standard science course format with three lectures and a required lab each week. Instead, emphasis is placed on learning through active participation in field projects and presentation of results through high quality writing. The class will meet two afternoons each week from 1:00 to 3:45 p.m. There will be two all day field trips. This course is designed for students who have a serious interest in geology or other natural and environmental sciences, the outdoors, and writing.

Format: discussion/field laboratory, six hours per week. Evaluation will be based on participation in field work and discussions, five 8-page papers based on field projects, and an oral presentation of independent projects. Students will use detailed comments on their papers to improve their writing style in successive assignments.

No prerequisites; no previous knowledge of geology required. *Open only to first-year students. Enrollment limit: 12 (expected: 12).*

Hour: 1:10-3:50 TF

KARABINOS

GEOS 201(F) Geomorphology (Same as Environmental Studies 205)

This course is designed for geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. The course emphasizes the nature and rates of constructional, weathering, and erosional processes and the influence of climatic, tectonic, and volcanic forces on landform evolution. Labs focus on field measurements of hydrologic and geomorphic processes in the Williamstown area as well as on the analysis of topographic maps and stereo air photos.

Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; week-end field trip to the White Mountains. Evaluation will be based on two hour exams, a project, and lab work. Prerequisites: any 100-level Geosciences course *or* consent of the instructor. *No enrollment limit (expected: 15).*

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

Hour: 8:30-9:45 TR

Lab: 1-4 T

DETHIER

GEOS 202(S) Mineralogy and Geochemistry

This course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems.

Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy, x-ray diffraction and x-ray fluorescence analysis; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section.

Format: lecture, three hours per week; laboratory, three hours per week; independent study of minerals in hand specimen; one afternoon field trip. Evaluation will be based on one hour test, lab work, and a final exam.

Prerequisites: one 100-level Geosciences course *or* consent of the instructor. *No enrollment limit (expected: 12).*

Hour: 8:30-9:45 TR

Lab: 1-4 T

WOBUS

Geosciences

GEOS 206(S) Geological Sources of Energy (Same as Environmental Studies 206)

The severe economic effects of interruptions in oil supply highlight the dependence of most countries on low-cost supplies of energy. What sources of energy will supply the world economy in the twenty-first century and which countries will control these supplies? This course is an introduction to geological and related sources of energy. Topics covered include: solar energy; the availability and environmental consequences of hydroelectric, wind, and tidal power; biomass energy; energy from nuclear reactions; and geothermal power.

Format: lecture, three hours per week/discussion, one hour per week/problem sets/field trips. Evaluation will be based on an hour exam, an 8- to 10-page paper, class participation, and a final exam.

No enrollment limit (expected: 30).

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

Hour: 9:55-11:10 TR

DETHIER

GEOS 208 Water and the Environment (Same as Environmental Studies 208) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/geos/geos208.html)

DETHIER

GEOS 210(FS) Oceanographic Processes (Same as Maritime Studies 211) (Offered only at Mystic Seaport.)

(See under Maritime studies for full description.)

Students who have taken Geosciences 104 may not take Geosciences 210 for credit.

GEOS 212 Invertebrate Paleobiology (Same as Biology 211) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/geos/geos212.html)

M. JOHNSON

GEOS 214(S) Remote Sensing and Geographic Information Systems (Same as Environmental Studies 214)

Remote sensing involves the collection and processing of data from satellite and airborne sensors to yield environmental information about the Earth's surface and lower atmosphere. Remote sensing enhances regional mapping of rock types and faults and analysis of vegetation cover and land-use changes over time. A Geographic Information System (GIS) links satellite-based environmental measurements with spatial data such as topography, transportation networks, and political boundaries, allowing display and quantitative analysis at the same scale using the same geographic reference. This course covers the principles and practice of remote-data capture and geographic rectification using a Global Positioning System (GPS), as well as the concepts of Remote Sensing, including linear and non-linear image enhancements, convolution filtering, principle components analysis, and classification. Principles of GIS include display and classification, spatial buffers, and logical overlays. Weekly labs focus on practical applications of these techniques to data from Hopkins Memorial Forest, the Berkshire region, and other areas of North America.

Format: lecture, three hours per week; laboratory, weekly.

Prerequisites: at least one introductory course in Biology, Environmental Studies, or Geosciences. *Enrollment limit: 16 (expected: 16). Preference given to sophomores and juniors.*

This course satisfies "The Natural World" requirement for the Environmental Studies concentration.

Hour: 11:00-12:15 MW

Lab: 1-4 M

DETHIER and BACKUS

GEOS 215 Climate Changes (Same as Environmental Studies 215) (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/geos/geos215.html)

STOLL

GEOS 217T(F) Planetary Geology (Same as Astronomy 217T) (W)

Planetary geology is hot! In the last few years space probes and the Hubble Telescope have given us stunning new perspectives on our planetary neighbors, and the recent thrilling discoveries of the bizarre "hot Jupiters" orbiting other stars have forced us to reexamine ideas about the evolution of our own solar system. We can't hike around on Mars or Europa, so we have to infer composition, form, texture and process from photographs and sparse chemical data. By reading recent research papers we will examine a number of topics, which may include planetary formation and differentiation, the failed-planet hypothesis, surficial features of planets and their interpretation, tectonics in the solar system, liquid water in the outer solar system, water on Mars, and giant-planet migration.

Evaluation will be based on five 2500-word (about five pages) papers, discussion, and critical analysis. There will be a strong focus on polished writing and argument, and papers will be thoroughly edited by the professor for style, grammar and syntax. Students will improve their writing by integrating into successive papers the editorial comments they receive, and also by editing the writing of their tutorial partners.

Prerequisites: one Geosciences course, Astronomy 111, or permission of instructor. *Enrollment limit: 12 (expected: 12). Preference given to sophomores.*

Tutorial meetings to be arranged.

COX

GEOS 218T The Carbon Cycle (Same as Environmental Studies 218T) (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/geos/geos218.html)

STOLL

GEOS 221T(F) Paleoclimates: Reconstructing Earth's Climatic Past (W)

Global warming is a hot button topic that crosses disciplinary boundaries. Earth systems often work at time scales longer than the human life span, forcing us to look into the Earth's climatic past to put modern climate change in perspective. What does a dragonfly with a 2-foot wingspan reveal about the climate of the Earth millions of years ago? How do plate tectonics and mountain building affect climate? Is global tectonic activity a more important climatic control than the release of CO₂ to the atmosphere by human activity? In this tutorial, we examine the processes that control Earth's current climate, but will focus on how Earth's climatic past informs our understanding of modern climate change. Readings shall include the more recent scientific literature and classic papers. After an initial meeting with all participants, students will meet in pairs with the instructor for one hour each week to discuss the readings. During each session, one student will orally present a written paper for criticism by their partner. The critique provides a jumping off point for the ensuing discussion.

Format: tutorial. Evaluation is based on five written papers and the student's effectiveness as a critic and discussion partner.

Prerequisites: any 100-level Geosciences course and/or consent of the instructor. *Enrollment limit: 12 (expected: 10), with preference for sophomores.*

Tutorial meetings to be arranged.

BACKUS

GEOS 301(F) Structural Geology (Q)

The structure of the Earth's crust is constantly changing and the rocks making up the crust must deform to accommodate these changes. Rock deformation occurs over many scales ranging from individual mineral grains to mountain belts. This course deals with the geometric description of structures, stress and strain analysis, deformation mechanisms in rocks, and the large scale forces responsible for crustal deformation. The laboratories cover geologic maps and cross sections, folds and faults, stereonet analysis, field techniques, strain, and stress.

Format: lecture/discussion, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly laboratory exercises, problem sets, a midterm exam, and a final exam. Many of the laboratories and problem sets use geometry, algebra, and several projection techniques to solve common problems in structural geology.

Prerequisites: Geosciences 101, 102, 103, or 105 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 11:00-12:15 MW

Lab: 1-4 M

KARABINOS

GEOS 302(S) Sedimentation (W)

The composition and architecture of sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. This course will provide an introduction to the principles of sedimentology, including sedimentary petrology, fluid mechanics, bedform analysis, and facies architecture.

Format: lecture/discussion, three hours per week; laboratory, three hours per week; one half-day and one all-day field trip. Evaluation will be based on laboratory work, writing assignments, an hour exam, and a final exam. Ten written critiques (each 1000 words) of specific assigned papers from the sedimentological literature are designed to teach clear written expression and careful analytical reading. Papers will be thoroughly edited for style, grammar and syntax. Students will improve their writing by integrating editorial comments into successive papers. Each student will compile his/her papers as a growing body of work, and each new paper will be read and edited in the context of the previous submissions. Prerequisites: Geosciences 202 (may be taken concurrently). *Enrollment limit: 16 (expected: 12).*

Hour: 11:20-12:35 TR

Lab: 1-4 R

COX

GEOS 303(F) Igneous and Metamorphic Petrology

The origin of metamorphic, plutonic, and volcanic rocks are examined in the light of field evidence and experimental work. Rock texture and composition are used to interpret the environment of formation of individual rock types, and important assemblages are related, where possible, to theories of global tectonics.

Laboratory work emphasizes the study of individual rock units and rock suites in hand specimens and by petrographic and x-ray techniques.

Format: lecture/discussion, three hours per week; laboratory, three hours per week; several field trips including one all-day trip to central New Hampshire. Evaluation will be based on lab work, one hour test, and a final exam.

Prerequisites: Geosciences 202. *No enrollment limit (expected: 12).*

Hour: 9:55-11:10 TR

Lab: 1-4 W

WOBUS

GEOS 304T(S) Paleoecology (W)

Ecology embraces the study of living plant and animal associations and their response to highly varied physical conditions found in a wide variety of ecosystems. The goal of paleoecology is to trace the evolutionary history of ancient ecosystems through geologic time. Each discipline offers a fascinating perspective on the other. Topics of discussion include: the role of biological and physical controls in the structure of communities; interpretation of fossil assemblages; meaning of biodiversity through a range of local to

Geosciences

global scales; ecological succession in recent and ancient communities; role of mass extinctions in long-term community evolution. Ecosystems considered include marine-shelf benthos, reefs, rocky shores, rain forests, grasslands, and deep-sea hydrothermal vents. Readings are selected from current and recent journal literature in biology and geology.

Format: tutorial. Following an initial group meeting, students will meet in pairs for tutorials. Two lab sessions and a final group meeting are required. Evaluation will be based on five orally presented, written essays, as well as weekly participation in discussions.

Prerequisite: any 100-level Geosciences course. *Enrollment limit: 12 (expected: 10). Preference given to sophomores and juniors who have taken Geosciences 101.*

Tutorial meetings to be arranged.

M. JOHNSON

GEOS 350T(S) Tectonics, Erosion, and Climate (W)

Traditional models of landscape development postulate rapid pulses of tectonic uplift followed by long periods of gradual erosion. In sharp contrast, recent studies suggest that landscape is the product of complex interactions between tectonics, erosion, and climate. It is clear that tectonic uplift directly affects erosion rates and may induce orographic climate changes, but can climatically enhanced erosion rates drive tectonic processes? Can very rapid uplift and erosion in one region, such as the Himalayas, affect global climate by sequestering greenhouse gases during the weathering of sediments? Some researchers believe so. This course will explore the feedback mechanisms that have been proposed to explain how tectonics, erosion, and climate

affect one another and produce the landscapes we observe today. Topics will include plate tectonics and crustal thickening, erosion and exhumation processes, climate and erosion rates, isostasy, equilibrium landscapes, formation of orogenic plateaus, and formation of the Himalayas and development of the Asian monsoon.

Format: tutorial. After an initial group meeting, students will meet in pairs for one hour each week with the instructor. Each student will orally present a written paper every other week for criticism during the tutorial session.

Evaluation will be based on five 5-page papers and each student's effectiveness as a critic.

Prerequisites: at least one of the following courses: Geosciences 201, 202, 301, 302, 303, or 401 or with permission of instructor. *Enrollment limit: 10 (expected:10). Preference given to Geosciences majors.*

Tutorial meetings to be arranged.

KARABINOS

GEOS 401(F) Stratigraphy

Study of the composition, sequence, and correlation of layered sedimentary rocks is traditionally applied to geologic mapping and the reconstruction of ancient environments. Through the use of various time scales, stratigraphy is the unifier of historical geology while also at the heart of conceptual debates over the uniformism or episodicity of geological processes. During the first half of the course, emphasis will be placed on the various methods of correlation based on physical means and the use of fossils. The second half of the course will focus on plate migrations and the relationships between climate and depositional environments as a model for the broad scale interpretation of sedimentary sequences. This part of the course will be conducted as a seminar, with students responsible for topics on the paleogeographic linkage of climate-sensitive facies and natural resources. As a final project, students working individually or in pairs will present a detailed analysis of North-American stratigraphic relationships during a specific interval of Cambrian to Cretaceous time. In sequence, these class reports will provide highlights of the geologic history of the North-American continent through Paleozoic and Mesozoic time.

Format: lecture, three hours a week; one three-hour lab per week during the first half of the course (including field problems); independent projects during the second half of the course; one major field trip. Evaluation will be based on weekly lab assignments during the first half of the semester, seminar participation, and the completion of a final project during the second half of the semester, as well as a midterm and a final exam.

Prerequisites: Geosciences 302 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 11:20-12:35 TR

Lab: 1-4 R

M. JOHNSON

GEOS 404T Geology of the Appalachians (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/geos/geos404.html)

KARABINOS

GEOS 493(F)-W31-494(S) Senior Thesis

GEOS 497(F), 498(S) Independent Study

GERMAN (Div. I)

Chair, Professor HELGA DRUXES

Professors: DRUXES, B. KIEFFER, NEWMAN. Lecturer: E. KIEFFER§. Teaching Associates: DELACROIX, GRUBER,

LANGUAGE STUDY

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. German 101-W-102 stresses communicative competence and covers German grammar in full. German 103 combines a review of grammar with extensive practice in reading and conversation. German 104 aims to develop facility in speaking, writing, and reading. German 111-112 offers an alternative introduction to German with a focus on reading competence. German 201 emphasizes accuracy and idiomatic expression in speaking and writing. German 202 combines advanced language study with the examination of topics in German-speaking cultures. Students who have studied German in secondary school should take the placement test given during First Days in September to determine which course to take.

STUDY ABROAD

The department strongly encourages students who wish to attain fluency in German to spend a semester or year studying in Germany or Austria, either independently or in one of several approved foreign study programs. German 104 or the equivalent is the minimum requirement for junior-year abroad programs sponsored by American institutions. Students who wish to enroll directly in a German-speaking university should complete at least 201 or the equivalent. In any case, all students considering study-abroad should discuss their language preparation with a member of the department.

LITERATURE IN TRANSLATION

The department regularly offers courses on German literature in translation for students who have little or no knowledge of German, but who wish to become acquainted with the major achievements in German literary and intellectual history.

ADVANCED STUDIES

The department offers a variety of advanced courses for students who wish to investigate German literature, thought, and culture in the original. German 202 is given each year and is recommended as preparation for upper-level courses.

THE CERTIFICATE IN GERMAN

To enhance a student's educational and professional profiles, the department offers the Certificate in German. It requires seven courses—three fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

Students who enter Williams with previous training in German may substitute more advanced courses for the 100-level courses; they can also be exempted from up to two of the required courses.

Students must receive a minimum grade of B in each course taken in the sequence. In addition, they must score of at least 650 (out of a possible 800) on the ETS (Educational Testing Service) Proficiency Test.

Appropriate elective courses can usually be found among the offerings of German, Art History, History, Music, Philosophy, Political Science, and Theatre.

Required Courses

German 101
German 102
German 103
German 104
German 201

Electives

- ◆ at least one course (in German or English) on German cultural history (literature, art, drama, music)
- ◆ at least one course (in German or English) on German intellectual, political, or social history

THE MAJOR

The German major offers students an interdisciplinary approach to German intellectual and cultural history by combining courses in German language and literature with courses in History, Philosophy, Music, and other appropriate fields.

For students who start German at Williams, the major requires a minimum of ten courses: German 101-102, 103, 104, 201 and 202; two 300-level German courses; and two electives from either German courses numbered above 202 or appropriate offerings in other departments.

For students who have acquired intermediate or greater proficiency in the language before coming to Williams, the minimum requirement is nine courses: German 202; two 300-level German courses; and six other courses selected from German courses numbered above 102 and appropriate offerings in other departments.

Examples of appropriate courses in other departments are:

German

ArtH 267 Art in Germany: 1960 to the Present
Comparative Literature 232 European Modernism: Modernity and Its Discontents
History 239 Modern German History
History 338 The History of the Holocaust
Music 108 The Symphony
Music 117 Mozart
Music 118 Bach
Music 120 Beethoven
Philosophy 309 Kant

Students may receive major credit for as many as four courses taken during study abroad in Germany or Austria in the junior year.

THE DEGREE WITH HONORS IN GERMAN

Students earn honors by completing a senior thesis (German 493-W31-494) of honors quality.

Students interested in honors should consult with the department chair no later than April 15 of their junior year. The usual qualifications for pursuing honors are: (1) an overall GPA of 3.33 or better, (2) a departmental GPA of 3.67 or better, (3) a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

GERM 101(F)-W88-102(S) Elementary German

German 101-102 is for students with no previous study of German whose ultimate aim is to gain comprehensive fluency in the language. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. We focus initially on practice in understanding the spoken language and then move rapidly to basic forms of dialogue and self-expression. In the second semester, reading and especially writing come increasingly into play. The course meets five days a week. Credit granted only on successful completion of 102. Students are required to attend and pass the sustaining program in Winter Study Period.

Format: lecture and discussion. Principal requirements: active class participation, written homework, short compositions, oral exercises and tests.

No prerequisites. *Enrollment limit: 20 (expected: 15).*

Hour: 10:00-10:50 MTWRF

NEWMAN

GERM 103(F) Intermediate German I

Intensive grammar review. Practice in writing and speaking, vocabulary building. Students will learn scanning and predicting skills on a variety of texts and become proficient at decoding unfamiliar material. For three weeks of the course, we will interact with students in the intermediate German course at Vassar College, through a Web-based German-language MOO (a discussion and design medium), on projects concerning private and public selves.

Prerequisites: German 101-102 or equivalent preparation.

Hour: 9:00-9:50 MWF

DRUXES

GERM 104(S) Intermediate German II

The prerequisite to all advanced courses in German. A portion of the course will be taught together with students at Vassar College in a German-language MOO (a virtual discussion medium). We will work on shared tasks in small groups, on topics in contemporary German culture and society. We will also meet our partners from Vassar face-to-face at least once. Practice in speaking and writing; reading in a variety of texts. *Conducted in German.*

Prerequisites: German 103 or equivalent preparation.

Hour: 9:00-9:50 MWF

DRUXES

GERM 111(F)-112(S) Reading German for Beginners

German 111-112 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Classics, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work. Credit granted only on successful completion of 112.

Format: lecture and discussion. Principle requirements: written homework, quizzes, tests, active class participation.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to art-history graduate students, seniors and juniors.*

Students who have taken or plan to take 101 and/or 102 may not take 111-112.

Students who wish to continue their study of German after 112 should consult a member of the department.

Hour: 11:00-11:50 MWF

B. KIEFFER

GERM 201(F) Advanced German

This course expands on the reading, writing, and speaking skills acquired at the intermediate level, via extensive and intensive work with texts of various sorts, including web sites, newspapers, fiction, audio and video material. *Conducted in German; Readings in German.*

Requirements: active class participation, frequent short writing assignments, oral presentations, final project.

Prerequisites: German 104 or the equivalent. *No enrollment limit (expected: 12).*

Hour: 9:00-9:50 MWF

B. KIEFFER

GERM 202(S) Vienna

Once the center of a vast empire, Austria has tended to be overlooked since the demise of that empire. In fact, though, its trajectory can usefully serve as a guide to the complex developments in Europe before, during, and after the Second World War. Contemporary Austria is indeed a laboratory of post-Cold War Europe: Its population is remarkably multicultural, in spite of resistances; its language is rich and dynamic, yet increasingly dominated by its more powerful neighbor to the north; its political attitudes encompass extreme nationalism, pan-Europeanism, and much in between. Austria's capital, Vienna, will form the lens through which we examine the origins and quirks of this fascinating, sometimes paradoxical, culture. The course will employ a variety of written, video, audio and cyber-materials to explore some of the issues facing contemporary Austria, and to continue the development of advanced reading, writing, and speaking skills begun in German 107. *Conducted in German.* Requirements: active class participation, several 1-2 page writing assignments, final project. Prerequisite: German 107 or the equivalent. *Expected enrollment: 8.*

Hour: 1:10-2:25 MR

NEWMAN

GERM 210 From Voltaire to Nietzsche (Same as Comparative Literature 211) (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/germ/germ210.html)

B. KIEFFER

GERM 240(F) German Idealism: Kant to Hegel (Same as Philosophy 240)

(See under Philosophy for full description.)

GERM 301 German Studies, 1770-1830 (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/germ/germ301.html)

NEWMAN

GERM 302 German Studies, 1830-1900 (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/germ/germ302.html)

NEWMAN

GERM 303 German Studies 1900-1938 (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/germ/germ303.html)

DRUXES

GERM 304 German Literature 1939-Present (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/germ/germ304.html)

GERM 305(S) From the "Wende" 'til Today in Literature, Films, and Politics

This course will investigate recent trends and developments in Germany since the fall of the Berlin Wall. Even though they are now one political entity, East and West are divided by economy, lived experience and mentality. We will focus on recent memoirs and films that look back at growing up in the different cultures, or, in the works of Turkish-Germans, living with the contradictions of East and West. Women's issues, immigrant concerns and social reforms will be foregrounded.

Films will include among others: *Head-on*, *Im Juli*, *Good-bye, Lenin*, *Herr Lehmann*, *Das Leben ist eine Baustelle*, *Schultze gets the Blues*. *Conducted in German.*

Authors will include: Julia Schoch, Jana Simon, André Kubiczek, Claudia Rusch, Daniel Wiechmann, Jana Hensel, Barbara Honigmann, Julia Franck, Yadé Kara, Sven Regener, Wladimir Kaminer and Jakob Hein.

Format: seminar. Requirements: active class participation, two oral presentations; two 3- to 5-page papers, one 10-page final paper.

Prerequisites: German 202 or equivalent. *No maximum enrollment (expected: 7).*

Hour: 11:20-12:35 TR

DRUXES

GERM 311(F) Freud and Kafka (Same as Comparative Literature 311)

The life and work of Sigmund Freud and Franz Kafka enact some of the tensions that drove the twentieth century: empire vs. national identity, cultural cosmopolitanism vs. ethnic specificity, tradition vs. modernity, social/communal vs. psychological/individual reality. In some ways these two Jewish men, living in two imperial cities on the brink of collapse, both writing in German, are remarkably similar. Both struggle with fathers and father figures, both experience deep ambivalence about the dominant discourse of their spheres, both ultimately create a radically new intellectual vocabulary that becomes embedded in the twentieth-century mind. But while Freud strove constantly for public success within established medical and scientific circles, Kafka wrote under cover of night and circulated his work only among a few close friends. Freud's German language is linked to a long tradition of assimilation to the dominant culture; Kafka's, on the other hand, bespeaks a linguistic marginality matching his ethnic status. This course will examine prominent and less prominent texts of both figures with an eye toward gaining a better understanding of

German, History

their sociohistorical, cultural, psychological, and intellectual-historical significance. We will also explore Freud's and Kafka's influence on the intellectual and popular culture of subsequent generations. *Readings in English*.

Format: seminar. Requirements: several brief response papers or postings, two shorter papers, one longer paper or project.

Prerequisites: One 100- or 200-level literature course. *No enrollment limit (expected: 20).*

Hour: 1:10-2:25 MR

NEWMAN

GERM 493(F)-W31-494(S) Senior Thesis

GERM 497(F), 498(S) Independent Study

GERM 511(F)-512(S) Reading German for Beginners

German 111-112 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work. Credit granted only on successful completion of 112.

Format: lecture and discussion. Principal requirements: written homework, quizzes, tests, active class participation.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to art-history graduate students, seniors and juniors.*

Hour: 11:00-11:50 MWF

B. KIEFFER

GERM 513(F) Readings in German Art History and Criticism

Texts will be selected from fundamental works of art history and criticism and from the specialized literature required in concurrent art seminars in the Graduate Program in Art History.

Prerequisites: German 511-512 or equivalent preparation (a score of 500 or higher on the SAT II German Reading Test). *Enrollment limited to graduate students; others by permission of the department.*

Hour: 9:00-9:50 MWF

E. KIEFFER

HISTORY (Div. II)

Chair, Professor WILLIAM G. WAGNER

Professors: R. DALZELL**, DEW, KOHUT, KUNZEL*, SINGHAM*, W. WAGNER, WATERS, WONG, WOOD***. Associate Professors: KITTLESON, MERRILL, MUTONGI, WHALEN**. Assistant Professors: AUBERT, BERNHARDSSON, GARBARINI, GOLDBERG, HICKS, LONG, MARUKO, A. REINHARDT. Research Associates: GUNDERSHEIMER, STARENKO.

GENERAL STATEMENT OF GOALS

The core objectives of the History department are the cultivation of a critical understanding and awareness of the past and the development of our students' intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students' ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed opinions and their analytical and rhetorical skills generally. While members of the department attempt to accomplish these multiple objectives individually through their particular courses and their other contacts with students, the department seeks to do so collectively through the structure of the History curriculum and the requirements of the History major.

COURSE NUMBERS

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

First-Year Seminars and Tutorials (102-199): These writing intensive courses introduce students to the richness of historical approaches to the past and to the contested subjects on which historians focus. They

emphasize the acquisition of skills needed in the advanced study of history and are ideal for students contemplating a major in History. Each seminar is limited to nineteen students, and each tutorial, to ten students. In the case of seminars, preference is given to first-year students and then to sophomores. First-year students and sophomores will be given equal preference in the case of tutorials, to which the writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central. In any case, first-year students will not normally be permitted to enroll in a tutorial during their first semester. Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

Introductory Survey Courses (202-299): These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

Junior Seminars (301): Junior seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several junior seminars will be offered; prospective majors must select two junior seminars at the end of their sophomore year and will then be assigned to one of their two choices. If students are studying away from Williams during their junior year, they must enroll in a junior seminar during their senior year.

Advanced Electives (302-399): These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

Advanced Seminars (402-479): These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

Advanced Tutorials (480-492): These are advanced reading and writing courses that offer an in-depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

Within each of these levels, courses are further divided by geographical area:

Africa and the Middle East	102-111	202-211	302-311	402-411
Asia	112-121	212-221	312-321	412-421
Europe and Russia	122-141	222-241	322-341	422-441
Latin America and the Caribbean	142-151	242-251	342-351	442-451
United States	152-191	252-291	352-391	452-471
Transnational/Comparative	192-199	292-299	392-396	472-479

ADVISING

Both majors and non-majors are encouraged to talk at any time with the department chair, the department administrative assistant, or any other member of the department about the History major.

All majors will be able to choose a faculty advisor. All majors must meet with their advisor, or the department chair, during the first week of classes during the fall semester and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior honors program or graduate school should contact Professor Kittleson. Prospective study abroad students should contact Mrs. Swift.

ADVANCED PLACEMENT

Students receiving a score of 5 on any AP history examination will be guaranteed a place in the 100-level History seminar of their choice.

THE MAJOR

The major consists of at least *nine semester courses* as follows:

Required Courses in the Major

One Junior Seminar (History 301)

History

At least one Advanced Seminar (History 402-479) or Tutorial (History 480-492)

Elective Courses

Seven (or more) additional semester courses in History, at least *one* of these to be chosen from each of the following *three* groups:

Group A: History of the United States

Group B: European History (including Russian History)

Group C: History of Asia, Africa and the Middle East, and/or Latin-American and the Caribbean

In addition, students must take at least one course dealing with the premodern period (designated *Group D* in the catalog); this may be one of the courses used to fulfill the group requirement (*Groups A-C*).

A single course can meet the requirement for no more than one of Groups A through C. Only one First-year seminar and one First-year tutorial (102-199) may be used to meet the group requirements.

Concentration in the Major

All students are required to adopt a concentration within the History major. The concentration should be selected in consultation with a faculty advisor at spring registration during the sophomore year. A list of concentrations is appended below and a list of the courses that fall within each concentration is available from the History Department office and can also be found on the department's website. Students must choose to concentrate in one of these eighteen broad areas unless they petition the department's Curriculum Committee to substitute a concentration of their own design. A concentration will consist of at least three courses linked by common themes, geography, or time period; *only one* of those courses can be a 100-level seminar while *at least* one must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. In selecting courses to meet their concentration requirement, students should be aware that not every course is offered every year. Courses taken abroad may be included in the concentration with the approval of the chair.

Concentrations:

1. Africa and the African Diaspora
2. Asia and the Asian Diaspora
3. The Middle East
4. Comparative Slavery
5. Ancient, Medieval, and Renaissance Europe
6. Early Modern Europe
7. Modern Europe
8. Gender and Sexuality
9. History of Ideas
10. Imperialism, Nationalism, and European Expansion
11. Latin America and the Caribbean
12. Latin America and the Latino/a Diaspora
13. Religion
14. The Twentieth-Century World
15. Colonial North America and the United States to 1865
16. The United States Since 1865
17. Race and Ethnicity in North America
18. Urban and Environmental History
19. War and Revolution

THE DEGREE WITH HONORS IN HISTORY

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to undertake independent research or considering graduate study are encouraged to participate in the thesis program and honors seminar.

Application to enter the honors program should be made by spring registration in the junior year and should be based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write an honors thesis must submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year should make arrangements to apply before leaving. Normally, it is the responsibility of the individual student to procure the agreement of a member of the department to act as his or her thesis advisor, and the student must therefore consult with a member of the department about a thesis topic and a possible thesis advisor *prior* to submitting a proposal to the department. A student who is uncertain of which member of the department might be an appropriate advisor, or who otherwise is unable to find an advisor, should contact the chair of the honors committee. An honors thesis proposal must be signed by a member of the History Department. Normally, the thesis topic should be related to course work which the student has previously done. Students should be aware, however, that while the department will try to accommodate all students who qualify to pursue honors, particular topics may be deemed unfeasible and students may have to revise their topics accordingly. Final admission to the honors program will depend on the department's assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the honors program, he or she should register for History 493, *Senior Honors Thesis Research Seminar*, in the fall semester, for History 031 during winter study, and for History 494, *Senior Honors Thesis Writing Seminar*, in the spring. In addition to doing the research for and writing a thesis of approximately 75-100 pages, students will attend special presentations under the History Department's Class of 1960 Scholars Program.

During the fall, students should work regularly on their research and consult frequently with their advisors. Throughout the semester, honors candidates will also present written progress reports for group discussion to the seminar (History 493). Performance in the seminar will be evaluated on the basis of class participation and completed written work and will determine if a student will continue in the thesis program. For students proceeding to History 031 and History 494, performance in the fall semester will figure into the thesis grade calculated at the end of the year.

Students who are deemed to be making satisfactory progress on their research and writing at this point will be allowed to continue with the thesis. They will devote the entire winter study period to thesis work. They should conclude their research during winter study and complete at least one chapter of their thesis for submission to their advisor before the end of winter study. At the end of winter study, the honors committee will formally consult with advisors and make recommendations to the department concerning which students should be allowed to proceed with the thesis. During the early weeks of the second semester, students will present a draft chapter of their thesis to the honors seminar.

Completed theses will be due in mid-April, after which each student will prepare and make a short oral presentation of his or her thesis for delivery at the departmental Honors Colloquium. Another student who has read the thesis will then offer a critique of it, after which the two faculty readers of the thesis will offer their own comments and questions. Finally, there will be a general discussion of the thesis by students and other members of the department.

LANGUAGE

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate work in History are encouraged to enroll in language courses at Williams.

COURSES

FIRST-YEAR SEMINARS AND TUTORIALS (102-199)

These writing intensive courses introduce students to the richness of historical approaches to the past and to the contested subjects on which historians focus. They emphasize the acquisition of skills needed in the advanced study of history and are ideal for students contemplating a major in History. Each seminar is limited to nineteen students, and each tutorial, to ten students. In the case of seminars, preference is given to first-year students and then to sophomores. First-year students and sophomores will be given equal preference in the case of tutorials, to which the writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central. In any case, first-year students will not normally be permitted to enroll in a tutorial during their first semester. Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

FIRST-YEAR SEMINARS AND TUTORIALS: Africa and the Middle East (111-121)

HIST 111(S) Movers and Shakers in the Middle East (Same as Leadership Studies 150) (W)*

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Atatürk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

Format: seminar. Evaluation will be based on class participation, short essays, and a final paper.

No prerequisites. *Enrollment limit: 19 (expected: 10-15). Preference given to first-year students.*

Group C

Hour: 2:35-3:50 MR

BERNHARDSSON

HIST 118(S) "Ten Years of Madness": The Chinese Cultural Revolution (W)*

In 1966 Mao Zedong launched the Great Proletarian Cultural Revolution in an attempt to restore revolutionary purity to the Chinese Communist Party and society. The Cultural Revolution decade (1966-1976) is remembered most often as a period of political violence and intense struggle, over which Mao reigned as supreme leader. In this course, we will complicate this standard interpretation by examining the Cultural Revolution in a variety of ways: as an elite political struggle, an attempt to proletarianize culture and the arts, a social movement, and a youth movement. The course will address themes of participation and complicity, new gender roles, impact on different social groups, and differences between rural and urban experience. In addition to relevant historiographical works, the course will use memoirs, fiction, films, and ethnographies.

Format: seminar. Evaluation will be based on class participation, several short papers, and a final research

History

paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first year students.*

Group C

Hour: 2:35-3:50 MR

A. REINHARDT

FIRST-YEAR SEMINARS AND TUTORIALS: EUROPE AND RUSSIA (122-141)

HIST 124(S) The Vikings (W)

Viking raiders in longships burst through the defenses of ninth-century Europe, striking terror in the hearts of peasants, monks, and kings for the next three centuries. Yet the impact of these sea-born Scandinavians on European civilization was more complex and constructive than portrayed by medieval chroniclers. Vikings acted as merchants, craftsmen, farmers, settlers, and mercenaries, and they colonized regions beyond the edges of the known world like Russia, Iceland, and North America. This course explores the complicated relationship of the Vikings with the medieval world and examines important developments within Scandinavian society such as kingship, trade, and Christianization. At the same time, we will consider the methodological difficulties presented by the diverse and often contradictory historical sources for the Vikings such as monastic chronicles, archaeology, inscriptions, and Scandinavian sagas.

Format: seminar/lecture. Evaluation will be based on class participation and several papers and assignments.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to first-year students.*

Groups B and D

Hour: 8:30-9:45 TR

GOLDBERG

HIST 127(F) (formerly 105) The Expansion of Europe (W)

This course investigates the expansion of European power and influence over much of the rest of the world from the late Middle Ages to the mid-nineteenth century—the early period of European Imperialism. Specific topics will vary, but include the development and initial expansion of medieval and Renaissance Europe, the discovery and conquest of the New World, the struggle with Islam for command of the seas, the establishment of European influence in the East and Far East, the slave trade, the invasion of North America, and the initial steps toward hegemony in the Middle East and Africa. Students will investigate the ways in which individual personality, religiosity, greed, critical first contacts, and cultural misunderstandings and prejudices combined with important aspects of the Military, Scientific, and early Industrial Revolutions to establish European hegemony on a world-wide scale during this early period of European Imperialism.

Format: seminar. Evaluation will be based on five short written exercises and one research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference give to first-year students.*

Groups B and D

Hour: 11:20-12:35 TR

WOOD

HIST 129 (formerly 107) Religion, Race, and Gender in the Age of the French Revolution (Not offered 2005-2006; to be offered 2006-2007) (W)*

(www.williams.edu/Registrar/catalog/depts/hist/hist129.html)

SINGHAM

HIST 135T(F) The Great War, 1914-1918 (Same as Leadership Studies 135T) (W)

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual “progress” of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement.

What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Format: tutorial.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to first-year students and sophomores.*

Group B

Tutorial meetings to be arranged.

WOOD

HIST 136(F) Before the Deluge: Paris and Berlin in the Interwar Years (W)

Paris and Berlin were the two poles of Europe in the 1920s, rival capital cities of two historically hostile nations that had only just put an end to the carnage of World War I. Paris was the grande dame; Berlin the upstart. In the 1920s, these two pulsating metropolises became the sites of political and cultural movements that would leave a lasting imprint on European society until the present day. This course focuses on the politics, society, and culture of these two cities in their heyday in the 1920s. We will also consider their fate in the 1930s, first as depression set in, and then as the Nazis came to power. Devoting half the semester to Paris and the other half to Berlin, we will examine a range of parallel topics in both contexts, including the impact of World War I, the growing popularity of right-wing political movements and the increase in politi-

History

cal violence, shifting gender norms and sexual mores, and new developments in the realms of art, film, theatre, cabaret, and literature.

Format: seminar. Evaluation will be based on class attendance and participation, several short papers, and a final research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Group B

Hour: 8:30-9:45 TR

GARBARINI

HIST 140T(S) *Fin-de Siecle Russia: Cultural Splendor, Imperial Decay* (W)

Imperial Russia on the eve of the First World War presents a complex picture of political conflict, social and economic change, and cultural ferment and innovation. Newly emergent political parties sought to enlist mass support to transform or overthrow the tsarist regime, which in turn endeavored to preserve itself through reform, repression, and the refashioning of its image. Rapid urbanization and industrialization, and the spread of education and literacy, gave rise to social conflict and dislocation, demands for social reform, and the redefinition of individual identities and beliefs. These political, social, cultural, and economic developments provided a fertile context for the burst of literary creativity and the emergence of modernist literary and artistic movements that occurred in fin-de-siecle Russia. Intended for first- and second-year students, this tutorial seeks to familiarize students with the ways historians study and attempt to understand the past through an exploration of the interrelationships between political conflict, social and economic change, and literary and artistic creativity in imperial Russia between the 1880s and the October Revolution of 1917.

Format: tutorial. Evaluation will be based on tutorial participation, and responses to tutorial partner's essays.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to first-year students and sophomores. Upperclass students will be admitted only with the permission of instructor.*

Group B

Tutorial meetings to be arranged.

W. WAGNER

FIRST-YEAR SEMINARS AND TUTORIALS: LATIN AMERICA AND THE CARIBBEAN (142-151)

HIST 148(F) (formerly 102) *The Mexican Revolution: 1910 to NAFTA* (W)*

The first great revolution in the twentieth century, the Mexican Revolution was as dramatic and compelling as later episodes in Russia, China and Cuba. Using a wide variety of sources—from films, murals, and comic books to classic works of political and social history—this seminar will examine the forces that exploded in over a decade of violence and produced the peculiar “institutional revolutionary” government that ruled Mexico from the 1920s to the crises of the late 1990s. Was the Revolution a true social revolution or just a “palace coup”? Did workers, women, peasants, or indigenous peoples make real gains in social or political power during the after the Revolution? How democratic or authoritarian is the Mexico that emerged from the brutal decade of the 1910s? Finally, in light of globalization, the political scandals of the 1990s, and ongoing peasant rebellion in Chiapas, is the Revolution dead or is its promise only now to be fulfilled?

Format: seminar. Evaluation will be based on class participation, a series of short written assignments, and a research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Group C

Hour: 9:55-11:10 TR

KITTLESON

FIRST-YEAR SEMINARS AND TUTORIALS: UNITED STATES (152-191)

HIST 157 *The Great Depression: Culture, Society, and Politics in the 1930's* (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist157.html)

KUNZEL

HIST 164(S) *Slavery in the American South* (W)*

No area of American social history has been more active and exciting in recent years than the study of slavery. This seminar will introduce students to the most important aspects of the South's slave system. We will begin by reading a number of key books in the field, and then we will turn to the College library's extensive holdings of microfilm records dealing with both agricultural and industrial slavery. In consultation with the instructor, each student will select the records of a slave-manned plantation or industrial site for careful and detailed study. The most important piece of work in the seminar will be a research paper that each student will prepare using the manuscript source materials.

Format: seminar. Evaluation will be based on class attendance and participation, several short preliminary essays, and a final research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19).*

Group A

Hour: 1:10-3:50 W

DEW

HIST 165(F) *The Quest for Racial Justice in Twentieth-Century America* (W)*

On August 28, 1963, Dr. Martin Luther King, Jr. delivered arguably some of the most recognizable phrases of the civil rights movement in his famous “I Have a Dream” speech. While significant and clearly central

History

to the quest for racial justice in twentieth-century America. Dr. King's leadership should be understood within the context of ongoing national and grassroots political activism before, during, and after the 1963 March on Washington. This introductory course focuses on the social, political, and public policy perspectives that informed twentieth-century struggles for black civil rights. Using a variety of sources (memoirs, photography, film, and music), we will consider historical debates as well as the period's impact on our understanding of African American and American history.

Format: seminar. Evaluation will be based on class attendance and participation, several essays, and a final research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Group A

Hour: 8:30-9:45 TR

HICKS

INTRODUCTORY SURVEY COURSES (201-299)

These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

INTRODUCTORY SURVEY COURSES: AFRICA AND THE MIDDLE EAST (201-209)

HIST 202 (formerly 270) Early-African History Through the Era of the Slave Trade (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/hist/hist202.html)

MUTONGI

HIST 203(F) Sub-Saharan Africa Since 1800*

This survey of sub-Saharan African history takes up the continuing saga of African political, social and economic developments from the aftermath of the trans-Atlantic slave trade to the present. It is divided into three sections. The first section of the course focuses on the consequences of the slave trade on African societies and on the Africans' interaction with European merchants, explorers, and missionaries in the decades preceding colonial conquest. The human consequences of the trade lingered long after the abolition of the slave trade across the Atlantic ocean. Many African societies were strengthened, often at the expense of their neighbors; other societies were weakened, thus setting the stage for colonial conquest. During the second half of the nineteenth century, however, competition among Europeans for control of raw materials for their nascent industries led to colonization, and in some cases, to white settlement in Africa.

The second section of the course investigates the process of colonial conquest and the dynamics of colonial rule in Africa. It looks especially at the ways in which colonialism affected various groups of Africans, and at the ways, both subtle and overt, in which Africans resisted or collaborated with colonial rule in order to achieve their goals. The colonial period, brief in time, yet profoundly significant in its impact, was ushered out partly by the rising tide of African nationalism.

The last section of the course, then, examines the rise of new nation-states, their colonial legacies, post-colonial economies, and systems of justice, education, and governance.

Format: discussion. Evaluation will be based on class participation, one exam, and two papers.

No enrollment limit (expected: 30). Open to all.

Group C

Hour: 1:10-2:25 MR

MUTONGI

HIST 207(F) The Modern Middle East*

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of individuals in the region and especially how they grapple with increasing Western political and economic domination.

Format: discussion/lecture. Evaluation will be based on class participation, short papers, quizzes, media journal, group projects, and final exam.

No prerequisites. *Enrollment limit: 40 (expected: 40). Open to all.*

Group C

Hour: 2:35-3:50 MR

BERNHARDSSON

HIST 209 The Origins of Islam: God, Empire and Apocalypse (Same as Religion 231) (Not offered 2005-2006; to be offered 2006-2007)*

(See under Religion for full description.)

INTRODUCTORY SURVEY COURSES: ASIA (211-221)

HIST 211 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as Religion 236) (Not offered 2005-2006; to be offered 2006-2007)*

(See under Religion for full description.)

Groups C and D

HIST 212(F) Transforming the “Middle Kingdom”: China, 2000 BCE-1600*

China expanded from scattered Neolithic settlements to become one of the world’s most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the “early modern” seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquest of China proper by “barbarian” peoples, the composition of elites, and change in daily life, popular culture and China’s place in the East Asian and world systems.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam.

No prerequisites. *No enrollment limit (expected 20). Open to all.*

Groups C and D

Hour: 11:20-12:35 TR

A. REINHARDT

HIST 213(S) Modern China, 1600-Present*

Observers may be struck by the apparent contradictions of contemporary China: market reforms undertaken by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course will examine China’s historical engagement with the modern world in order to gain perspective on our current views. It will cover the Qing (1644-1911) dynastic order, encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, the “other Chinas” of Taiwan and Hong Kong, economic liberalization, and globalization.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam.

No prerequisites. *No enrollment limit (expected 25-30). Open to all.*

Group C

Hour: 8:30-9:45 MWF

A. REINHARDT

HIST 218(S) Modern Japan (Same as Japanese 218)*

A modernizing revolution, the construction and collapse of an empire, devastating defeat in a World War, occupation by a foreign power, and high-speed economic growth have marked Japan’s modern experience. This course will examine the main themes of modern Japanese history with a focus on how various “ordinary people” have lived through the extraordinary changes of the past century and a half. Through the perspectives of ordinary people, from a young girl working in a cotton textile factory in the 1920s to a salaryman in the post-World War II period, issues of class and status, gender, family, education, and work will be addressed. Reading materials will include autobiographies, oral histories, and anthropological studies.

Format: discussion/lecture. Evaluation will be based on class participation, response papers, two short papers (5 pages) and a self-scheduled final exam.

No prerequisites. *No enrollment limit (expected: 30). Open to all.*

Group C

Hour: 11:20-12:35 TR

MARUKO

INTRODUCTORY SURVEY COURSES: EUROPE AND RUSSIA (222-241)

HIST 222 (formerly 216) Greek History (Same as Classics 222) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist222.html)

NESHOLM

HIST 223(F) (formerly 218) Roman History (Same as Classics 223)

The study of Roman history involves questions central to the development of Western institutions, religion, and modes of thought. Scholars have looked to Rome both for actual antecedents of European cultural development and for paradigmatic scenes illustrating what they felt were cultural universals. Yet Roman history also encompasses the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until perhaps contemporary times. A close analysis of Roman history on its own terms shows the complex and fascinating results of an ambitious, self-confident nation’s encounter both with unexpected events and crises at home, and with other peoples. As this course addresses the history of Rome from its mythologized beginnings through the reign of the emperor Constantine, it will place special emphasis on the impressive Roman ability to turn the unexpected into a rich source of cultural development, as well as the complex tendency later to interpret such *ad hoc* responses as predestined and inevitable. The Romans also provide a vivid portrait of the relationship between power and self-confidence on the one hand, and violence and ultimate disregard for dissent and difference on the other. Readings for this course will concentrate on a wide variety of original sources, and there will be a strong emphasis on the problems of historical interpretation.

Format: lecture/discussion. Evaluation will be based on weekly brief in-class response papers, one 8- to 10-page paper, a midterm, and a final exam.

Enrollment limit: 40 (expected: 40). Open to all.

Group D

Hour: 1:10-2:25 MR

CHRISTENSEN

History

HIST 225(F) The Middle Ages (Same as Religion 216)

This course explores the development of European and Mediterranean civilizations during the thousand-year period known as the "Middle Ages." At the beginning of this period the Romans ruled a massive empire that stretched from Britain to north Africa and from Spain to Iraq. A millennium later, this classical and pagan world had broken apart into three successor civilizations: medieval Europe, the Byzantine empire, and the Islamic world. This course investigates how this momentous transformation occurred. We will examine such topics as relations between Romans and "barbarians," the spread of Christianity and Islam, the development of kingdoms and empires, the Vikings and crusades, saints and religious reformers, art and architecture, cities and trade, the persecution of Jews and heretics, as well as the Black Death and Italian Renaissance.

Format: seminar/lecture and audio-visual presentations. Evaluation will be based on several papers, an exam and class participation.

No prerequisites. *Expected enrollment: 10-30.*

Groups B and D

Hour: 11:00-12:15 MWF

GOLDBERG

HIST 226 (formerly 205) Europe From Reformation to Revolution: 1500-1815 (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist226.html)

WOOD

Groups B and D

HIST 227 A Century of Revolution: Europe, 1789-1921 (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist227.html)

W. WAGNER

HIST 228(S) Europe in the Twentieth Century

This survey course has two goals: to introduce students to the fundamental issues and experiences of the last century of European history, from the eve of World War One to the present, and to teach students to be historians. Toward that end, students will be required, in class and in written assignments, to use primary sources in conjunction with secondary source readings to pose questions and suggest interpretations about the past. Wars, depression, political changeovers, urbanization, technological advancements all have a profound impact on the lives of ordinary people; so, too, ordinary people shape those historical developments. We will focus on learning how to empathize with people from the past and to understand their experiences on their terms. What was it like to return to civilian life after fighting in the First World War? What were the experiences of Europeans between the wars? Why did so many Germans support Hitler and what was it like for different segments of European society to live through World War II? In a divided postwar Europe, what hopes and betrayals did Europeans on different sides of the Iron Curtain experience in the realms of social, economic, and legal justice? How have Europeans since the fall of the Berlin Wall attempted to confront their pasts? By the end of this course, students will be familiar with the central themes of the history of twentieth-century Europe and understand how to analyze historical documents, which students can replicate in their future research and writing.

Format: lecture/discussion. Evaluation will be based on class participation, several quizzes, an exam, and two papers.

No prerequisites. *No enrollment limit (expected: 35). Open to all.*

Group B

Hour: 1:10-2:25 MR, 11:20-12:35 TR

GARBARINI, WATERS

HIST 229 (formerly 222) European Imperialism and Decolonization (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/hist/hist229.html)

SINGHAM

HIST 230(F) Modern European Jewish History, 1789-1948

What does it mean to be a Jew? The vexed question of Jewish identity emerged at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in France and the German states, in both cases Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. This course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of Europe's Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the rise of religious denominations within Judaism, competing political ideologies, Jewish-gentile relations, the role of Jewish women, Jewish responses to Nazism, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs and diaries.

Format: lecture/discussion. Evaluation will be based on class participation, two papers, and a final exam. No prerequisites. *No enrollment limit (expected: 10-20).*

Group B

Hour: 11:20-12:35 TR

GARBARINI

HIST 239 Modern German History: From Unification to Reunification, 1871-1990 (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist239.html)

GARBARINI

HIST 240 (formerly 232) Muscovy and the Russian Empire (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist240.html)

W. WAGNER

HIST 241 (formerly 233) The Rise and Fall of the Soviet Union (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist241.html)

W. WAGNER

INTRODUCTORY SURVEY COURSES: LATIN AMERICA AND THE CARIBBEAN (242-251)

HIST 242 (formerly 287) Latin America From Conquest to Independence (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/hist/hist242.html)

KITTLESON

HIST 243(S) Modern Latin America, 1822 to the Present*

This course will examine salient issues in the history of the independent nations of Latin America. The first section of the course will focus on the turbulent formation of nation-states over the course of the nineteenth century. In this regard the course will analyze the social and economic changes of the period up to World War I and the possibilities they offered for both political order and disorder. Key topics addressed will include caudillismo, the role of the Church in politics, economic dependency and development, and the place of indigenous and African Latin-American peoples in new nations. The second section will move us to questions in twentieth-century Latin-American history, including industrialization and urbanization; the emergence of workers' and women's movements and the rise of mass politics; militarism, democracy, and authoritarian governments; the influence of the U.S. in the region; and the construction of cultural modernism in these "Third World" societies. Here and throughout the course we will strive for an understanding of how social conflicts shaped and were shaped by economic and political forces. Format: lecture/discussion. Evaluation will be based on class participation, two shorts papers (3-5 pages), and a take-home final exam.

No prerequisites. *No enrollment limit (expected: 35-45).*

Group C

Hour: 1:10-2:25 TF

KITTLESON

HIST 249 (formerly 225) The Caribbean From Slavery to Independence (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/hist/hist249.html)

SINGHAM

INTRODUCTORY SURVEY COURSES: UNITED STATES (252-291)

HIST 252A(F) British Colonial America and the United States to 1877*

This survey course covers Anglo-American history from the period of colonial settlement to the immediate aftermath of the Civil War. Major social, political, economic and cultural developments will be examined. Readings emphasize three themes of major importance in order to better understand the period surveyed: gender, slavery, and Indian America. The objective of this course is to provide students with a general knowledge and understanding of Anglo-American history to 1877, as well as to introduce them to some important historiographical debates and historical methodologies.

Format: lecture/discussion. Evaluation will be based on class participation, a series of short analytical papers, and a final exam.

No prerequisites. *No enrollment limit (expected: 30-40).*

Groups A and D

Hour: 8:30-9:45 MWF

AUBERT

HIST 252B(S) (formerly 243) America From San Gabriel to Gettysburg, 1492-1865

A topical analysis of the history of what became the United States of America, beginning with the early years of European conquest and ending with the crisis of the Civil War. Particular attention will be paid to the relationship between major political events and changing patterns of economic, social, and cultural life that shaped them. Readings will include contemporary sources, historical studies, and biographies.

Format: discussion. Requirements: students will write a series of short analytical papers and will have a choice of either writing a longer, final essay or taking a final exam.

Enrollment limit: 20 (expected: 15-20). Open to all.

Groups A and D

Hour: 11:00-12:15 MWF, 9:55-11:10 TR

R. DALZELL

HIST 253(S) The United States from Appomattox to AOL, 1865-Present

This course will survey the history of the United States from its struggles over Reconstruction and westward expansion through the challenges of industrialization and immigration to the nation's increasingly global role in the post-World War II period. We will pay special attention to how Americans defined both themselves as citizens and the nation at-large, particularly as they faced the profound economic and politi-

History

cal crises that mark this period. Reading assignments will include sources from the time, as well as historical interpretations.

Format: lecture/discussion. Evaluation will be based on participation, short papers, a mid-term, and a final take-home exam.

No prerequisites. *No enrollment limit (expected: 40-50). Open to all.*

Group A

Hour: 11:20-12:35 TR, 2:35-3:50 MR

MERRILL, WONG

HIST 281(F) African-American History, 1619-1865*

This course provides an introduction to the history of the first two and a half centuries of the experience of African Americans in colonial America and the United States. Economically, culturally, and politically, African Americans had a profound effect on the historical landscape of this nation. The experience of slavery necessarily dominates this history and it is the contours and nuances of slavery that give this course its focus. We will explore the influence of African culture on early America, the role of gender in the American slave labor system, the development of racial classification in North America, and the cultural and intellectual significance of the abolitionist movement. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential.

Format: discussion/lecture. Evaluation will be based on short papers, a midterm exam, a final exam, brief in-class writing assignments, and class participation.

No prerequisites. *No enrollment limit (expected: 20-25).*

Groups A and D

Hour: 1:10-2:25 TF

LONG

HIST 282(S) (formerly 262) African-American History From Reconstruction to the Present*

This course introduces students to the significant themes and events that have shaped the African-American historical experience from Reconstruction to the present. We will examine the social, political, and economic meaning of freedom for men and women of African descent as well as explore the political nature and development of African-American historiography. The course will give particular attention to such topics as the rise of Jim Crow, migration, urbanization, the Civil Rights Movement, as well as the legacy of the post-Civil Rights Movement era.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, and a final exam.

No enrollment limit (expected: 20). Open to all.

Group A

Hour: 2:35-3:50 TF

HICKS

HIST 284 Topics in Asian American History (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/hist/hist284.html)

WONG

HIST 286 Latino/a History From 1846 to the Present (Same as Latina/o Studies 286) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/hist/hist286.html)

WHALEN

INTRODUCTORY SURVEY COURSES: TRANSNATIONAL/COMPARATIVE (292-299)

HIST 293(F) History of Medicine (Same as History of Science 320)

(See under History of Science for full description.)

Group D

HIST 294 Scientific Revolutions: 1543-1927 (Same as History of Science 224) (Not offered 2005-2006; to be offered 2006-2007)

(See under History of Science for full description.)

Groups B and D

HIST 295(F) Technology and Science in American Culture (Same as History of Science 240)

(See under History of Science for full description.)

Group A

JUNIOR SEMINARS (301)

Junior seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several junior seminars will be offered; prospective majors must select *two* junior seminars at the end of the sophomore year and will then be assigned to one of their two choices. If students are studying away from Williams during their junior year, they *must* enroll in a junior seminar during their senior year.

HIST 301A(F) Approaching the Past: History, Theory, Practice

This course will explore how the discipline of 'History' has come to assume its present form and how a number of historians since the 1820s have understood their craft. We will begin by discussing the work of three great nineteenth-century historians (Macaulay, Marx, and Ranke) who believed that historical "truth" existed and could, with skill, be deciphered. Next we will explore the philosophy and practice of the cultural and social historians of the 1960s/1970s, comparing and contrasting it with that of their nineteenth-century predecessors. We will then consider the work of those recent theorists who have tried to refute historians' claims to be able to capture the "truth" of the past, focusing on the state of the field in the wake of challenges posed to its epistemological foundations by "post-modernism." We will conclude with an assessment of the state of the discipline today. In general, we will be less concerned with "the past" than with what historians *do* with "the past." Consequently, we will focus primarily on those abstract, philosophical assumptions that have informed the practice of history.

Format: discussion. Evaluation will be based on class participation, a 250-word position statement ("What is History?"), two 9- to 11-page interpretive essays, and a take-home final exam.

Enrollment limit: 20 (expected: 15-20). Restricted to History majors.

Hour: 11:00-12:15 MWF, 2:35-3:50 MR

WATERS

HIST 301C(S) Approaching the Past: Practices of Modern History

What is history? What is it that historians do? In this course, students will explore questions of how and why we historians practice our craft. The first section of the course will examine how historians come to know, think about, and understand the past. Issues of objectivity and bias, types and uses of sources, and the nature of historical "truth" will be discussed. Next, we will address the ways in which historians write about the past, considering historical fiction and film, microhistory, and the influence of postmodernism on historical narratives. Finally, we will examine the uses of history, including history education and the construction of historical memory. The class will meet once a week, and each session will focus on some theoretical material as well as readings that concretely illustrate the methodological issues at stake. These readings will be drawn from topics in modern history, such as westward expansion in the United States, the Pacific War, the Holocaust, and the age of terror.

Format: seminar. Evaluation will be based on class participation, response papers, short essays, and a research project.

No prerequisites. Enrollment limit: 20 (expected: 20). Restricted to History majors.

Hour: 1:10-3:50 W

MARUKO

HIST 301D Approaching the Past: Is History Eurocentric? (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist301d.html)

SINGHAM

HIST 301F(S) Approaching the Past: Remembering American History

Much of what we know and understand about American history is rooted in the received narrative of our national history, a history that is constructed of individual, collective, and a national memory of the past and its meanings. This course will examine some forms through which American historical memory is presented and (re)presented, such as monuments, museums, novels, film, photographs, and scholarly historical writing, by considering a number of pivotal events, institutions, or eras in American history: slavery, race, and the Civil War; the Great Depression; World War II; the Sixties and the war in Viet Nam; and the events and aftermath of September 11, 2001.

Format: seminar. Assignments will include weekly response papers, critical essays, a museum exercise, and a final project to be completed in consultation with the instructor.

Enrollment limit: 20 (expected 20). Restricted to History Majors.

Hour: 1:10-3:50 W

WONG

HIST 301F Approaching the Past: Gender and History (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist301f.html)

KUNZEL

HIST 301G Approaching the Past: Westward Expansion in American History (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist301g.html)

MERRILL

ADVANCED ELECTIVES (302-396)

These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

ADVANCED ELECTIVES: AFRICA AND THE MIDDLE EAST (302-311)

HIST 304(S) South Africa and Apartheid*

This course introduces students to the spatial, legal, economic, social and political structures that created Apartheid in South Africa, and to the factors that led to the collapse of the racist order. We will examine the many forms of black oppression and, also, the various forms of resistance to Apartheid. Some of the

History

themes we will explore include industrialization and the formation of the black working classes, the constructions of race, ethnicities and sexualities, land alienation and rural struggles, township poverty and violence, Black education, and the Black Consciousness Movement.

Format: lecture/discussion. Evaluation will be based on class participation and three short papers.

No prerequisites. *No enrollment limit (expected: 30). Open to all.*

Group C

Hour: 1:10-2:25 TF

MUTONGI

HIST 308(S) Gender and Society in Modern Africa (Same as Women's and Gender Studies 308)*

This course explores the constructions of feminine and masculine categories in modern Africa. We will concentrate on the particular history of women's experiences during the colonial and postcolonial periods. In addition, we will examine how the study of history and gender offers perspectives on contemporary women's issues such as female-circumcision, teen pregnancy, wife-beating, and "AIDS."

Evaluation will be based on class participation and three short papers.

Group C

Hour: 9:55-11:10 TR

MUTONGI

HIST 309 Women and Islam (Same as Religion 232 and Women's and Gender Studies 232)

*(Not offered 2005-2006; to be offered 2006-2007)**

(See under Religion for full description.)

HIST 311(S) The United States and the Middle East*

At the turn of the twentieth century, the United States was considered a benign superpower in the Middle East. Americans were known as "innocents abroad" for their educational and philanthropic work. From a distance, American society was admired for its affluence and freedom, and Middle Eastern politicians eagerly sought American advice and assistance. Today, however, the situation could hardly be more different. This course will examine the remarkable transformation of American involvement in the Middle East. Significant cultural and political encounters of the latter half of the twentieth century will be assessed in order to identify how the United States has approached the region and consider the multifaceted and sometimes ambivalent reactions of people in the Middle East to increasing U.S. presence. It will also explore the difficulty the United States has experienced in balancing diverse, and sometimes conflicting, foreign policy interests, and will evaluate what may account for the increasing level of antagonism and mistrust on both sides.

Format: discussion. Evaluation will be based on class participation, short papers and a final research paper.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to History majors. Open to all.*

Groups A and C

Hour: 8:30-9:45 TR

BERNHARDSSON

HIST 315(F) Cultural Foundations: The Literature and History of Early China (Same as Chinese 224 and Comparative Literature 220)*

(See under Chinese for full description.)

ADVANCED ELECTIVES: ASIA (318-321)

HIST 319(F) Gender and the Family in Chinese History (Same as Women's and Gender Studies 319)*

Although sometimes claimed as part of a set of immutable "Asian values", the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marriage, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore heterodox practices, debates over and critiques of the family system, and the substantial history of family reform efforts in twentieth century China.

Format: seminar. Evaluation will be based on class participation, several short papers, and a final paper

No prerequisites. *Enrollment limit: 25 (expected: 20).*

Groups C and D

Hour: 1:10-2:25 MR

A. REINHARDT

HIST 321(F) History of U.S.-Japan Relations (Same as Japanese 321)*

An unabating tension between conflict and cooperation has been an undercurrent of U.S.-Japan relations in the past one-hundred and fifty years, at times erupting into clashes reaching the scale of World War and at times allowing for measured collaboration. This course will explore the complexities of U.S.-Japan relations from the perspectives of both countries, with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape the course and nature of U.S.-Japan relations. Issues will extend beyond those of diplomatic history to examine how various types of interactions have influenced the dynamics of power between the two countries and have shaped the ways in which each country has understood and portrayed the other. Topics will include early U.S.-Japan encounters, the road to World War, the politics and social history of the Occupation, trade relations, and the U.S.-Japan security alliance. Contemporary topics will also be discussed and due attention will be given to

the larger context of U.S.-East Asian relations.

Format: discussion/lecture. Evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam.

No prerequisites. *No enrollment limit (expected: 30). Open to all.*

Group C

Hour: 8:30-9:45 TR

MARUKO

ADVANCED ELECTIVES: EUROPE AND RUSSIA (322-341)

HIST 322 (formerly 239) The Construction of Gender in Ancient Greece and Rome (Same as Classics 239 and Women's and Gender Studies 239) (Not offered 2005-2006; to be offered 2006-2007)

(See under Classics for full description.)

Group D

HIST 323 Leadership, Government, and the Governed in Ancient Greece (Same as Classics 323 and Leadership Studies 323) (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist323.html)

CHRISTENSEN

HIST 324 (formerly 212) The Development of Christianity: 30-600 C.E. (Same as Religion 212) (Not offered 2005-2006; to be offered 2006-2007)

(See under Religion for full description.)

Group D

HIST 325 Charlemagne and the Formation of Europe (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist325.html)

GOLDBERG

HIST 326 War in European History (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist326.html)

WOOD

HIST 327(F) Knighthood and Chivalry

Today the terms "knighthood" and "chivalry" evoke romantic images of King Arthur and the Knights of the Round Table. Throughout the Middle Ages, however, knighthood and chivalry described the warlike and violent world of the European ruling class: the nobility. A knight was an armored warrior on horseback, and chivalry described his bellicose aristocratic culture. This course seeks to understand the origins, nature, and transformations of knighthood and chivalry during the Middle Ages. We will explore such topics as the formation of the European nobility, the emergence of the ethos of knighthood, Christian lay piety, family structure and inheritance patterns, the changing status of women, warfare and crusades, life in castles, relations with peasants, jousting and tournaments, courtly love, chivalric literature, and the emergence of "civilized" courtly manners.

Format: seminar/lecture, with audio-visual presentation. Evaluation will be based on several papers and assignments, a final exam, and class participation.

No prerequisites. *No enrollment limit (expected: 25).*

Groups B and D

Hour: 8:30-9:45 MWF

GOLDBERG

HIST 328(S) Medieval Empires

Today the nation-state is the accepted form of political organization across the globe. But in Antiquity and the Middle Ages, it was large, multi-ethnic empires rather than nations that dominated the map of the known world. This course explores the nature of empire and imperial rule in the late antique and medieval world through several case studies: the late Roman empire of Constantine the Great, the Byzantine empire of Justinian, the Frankish empire of Charlemagne, the Islamic caliphate of Harun al Rashid, and the German Reich of Otto the Great. In examining these premodern world empires, we will investigate the nature of imperial politics, government, ideology, warfare, cultural life, and economic organization, as well as the causes for the rise and fall of empires.

Format: seminar/lecture, with audio-visual presentations. Evaluation will be based on several papers and assignments, a final exam, and class participation.

No prerequisites. *No enrollment limit (expected: 10-30).* Preference to History majors.

Groups B and D

Hour: 1:10-2:25 MR

GOLDBERG

HIST 331 (formerly 307) The French and Haitian Revolutions (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/hist/hist331.html)

SINGHAM

HIST 332 Britain 1688-1832: Industrialization, Social Change, and Political Transformation (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist332.html)

WATERS

HIST 333 Britain 1832-1901: Victorian Culture and Society (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist333.html)

WATERS

History

HIST 334 Britain 1901-1945: War, Peace, and National Decline (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/hist/hist334.html)

WATERS

HIST 335(S) (formerly 316) Britain 1945-1990: Gender, Race, Sexuality, and Social Change

A major theme in British historiography is the enormous social change that has taken place in Britain since the end of World War II. In the 1950s, sociologists argued about the extent to which postwar affluence was leading to the “embourgeoisement” of the working class; in the 1960s, the advent of the so-called “Permissive Society” witnessed the flourishing of a culture of sex, drugs, and rock ‘n roll; in the 1970s, the feminist movement challenged gender roles that earlier had seemed so secure; in the 1980s, Thatcherism sought to halt the nation’s apparent terminal decline, finally, throughout this period successive ways of immigration challenged the social and cultural homogeneity of white Britain. This course will explore these themes, tracing the break-up of the so-called “postwar consensus” and the gradual emergence of a new politics of class, gender, and sexuality in Britain. In attempting to make sense of these complex transformations, we will consider primary and secondary material, including a dozen feature films, which students will be expected to view outside of class.

Format: discussion. Evaluation will be based on participation in class discussion, two 8- to 10-page interpretive essays, and a self-scheduled final exam.

No prerequisites. *Enrollment limit: 25 (expected: 15-20). Open to all.*

Group B

Hour: 11:00-12:15 MWF

WATERS

HIST 338 The History of the Holocaust (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/hist/hist338.html)

GARBARINI

ADVANCED ELECTIVES: LATIN AMERICA AND THE CARIBBEAN (342-351)

HIST 342 Creating Nations and Nationalism in Latin America (*Not offered 2005-2006; to be offered 2006-2007*)*

(www.williams.edu/Registrar/catalog/depts/hist/hist342.html)

KITTLESON

HIST 343 (formerly 328) Gender and History in Latin America (*Not offered 2005-2006; to be offered 2006-2007*)*

(www.williams.edu/Registrar/catalog/depts/hist/hist343.html)

KITTLESON

HIST 346 (formerly 314) History of Modern Brazil (*Not offered 2005-2006; to be offered 2006-2007*)*

(www.williams.edu/Registrar/catalog/depts/hist/hist346.html)

KITTLESON

ADVANCED ELECTIVES: UNITED STATES (352-391)

HIST 352(F,S) (formerly 255) America and the Sea, 1600-Present (Same as Maritime Studies 201) (*Offered only at Mystic Seaport.*)(W)

(See under Maritime Studies for full description.)

Groups A and D

HIST 353(F) North American Indian History: Pre-Contact to the Present (Same as Environmental Studies 353)*

In most renditions of North American history, Indian people only make cameo appearances as warriors or victims bound to disappear in the face of relentless Euro-American imperialism. All too often, the complexity and diversity of American Indian historical experiences and Indian people’s role in shaping the political, economic, and cultural history of the United States and Canada remain unexplored. In this course, we will examine the historical significance of North American Indian actions and experiences from the “pre-Columbian” era to the present. Our approach will be both chronological and thematic and will pay close attention to the methods scholars have used to reconstruct American Indian perspectives. Our themes will include: Indian resistance and adaptation to European colonial invasions and evangelizing efforts; diplomacy, warfare, and the evolution of North American geopolitics; the transformation of Euro-American and Indian material cultures; the construction and transformation of colonial and national identities; Indian responses to Euro-American uses and abuses of “Indianness”; and Indian resistance against U.S. and Canadian policies of assimilation and dispossession.

Format: lecture/discussion. Evaluation will be based on class participation, a series of short analytical papers, and a choice between a final exam and a research paper.

No prerequisites. *No enrollment limit (expected: 15-25).*

Groups A and D

Hour: 9:55-11:10 TR

AUBERT

HIST 357(F) Race, Region, and the Rise of the Right

It may be hard to imagine the American political landscape today without conservatism, and yet like its counterpart—liberalism—conservatism is a creature with a complicated history. While drawing on European ideas that were emerging in reaction to fascism and communism, conservatism also had its American origins in a backlash against the New Deal, particularly in the South and the West, and particularly to liberals’ growing belief that the federal government should expand its powers to protect the rights of African

History

Americans and working-class Americans. While the Reagan presidency signified to many “the end of the New Deal order,” it remains unclear in the post-9/11 world what precise legacy of conservatism his administration established. This course will explore the issues that conservatives have embraced in different periods since the New Deal; what issues have created conflict among conservative ranks; and how conservatives have mobilized political power at different historical junctures.

Format: lecture/discussion. Evaluation will be based on class participation, one book review, a take-home midterm, and a final interpretive essay, based in part on primary research.

No Prerequisites. *Enrollment limit: 25. (expected: 20-25). Preference given to History majors.*

Group A

Hour: 1:10-2:25 TF

MERRILL

HIST 364(F) (formerly 311) History of the Old South*

During the course of the semester, we shall investigate two broad, interrelated topics: slavery in the antebellum South, and the impact of slavery on Southern civilization. Our approach will be primarily topical. In the first half of the course, we shall look at subjects like the foreign and domestic slave trade, patterns of work and treatment, the nature of the master-slave relationship, resistance and rebellion, and slave cultural, social, and family life. The second half of the course will concentrate on the influence of the institution of slavery on the mind, social structure, and economy of the Old South, and slavery's impact on Southern politics and the decision for secession in 1860-61.

Format: discussion. Requirements: a midterm, a final exam, and a paper of moderate length.

Groups A and D

Hour: 2:35-3:50 TF

DEW

HIST 365(S) (formerly 312) History of the New South*

A study of the history of the American South from 1877 to the present. Social, political and economic trends will be examined in some detail: the rule of the “Redeemers” following the end of Reconstruction; tenancy, sharecropping, and the rise of agrarian radicalism; Southern Progressivism; the coming of racial segregation and the destruction of the Jim Crow system during the years of the Civil Rights movement; Southern politics during the depression and post-World War II years.

Format: discussion. Requirements: a midterm, a final exam, and a paper of moderate length.

Group A

Hour: 2:35-3:50 TF

DEW

HIST 368 (formerly 246) Cultural Encounters in the American West (Same as American Studies 368) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/hist/hist368.html)

WONG

HIST 370 (formerly 308) Studies in American Social Change (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist370.html)

DEW

HIST 372 (formerly 313) The Rise of American Business (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist372.html)

DALZELL

HIST 373 (formerly 177) Va Va Vroom!—A Nation on Wheels (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist373.html)

DALZELL

HIST 374(S) American Medical History

This course will cover major themes in American medical history and historiography from the colonial period through the twentieth century. Every aspect of American “medicine” underwent tremendous transition during the period we will study. Medical education, the medical profession, and notions about cures and care changed fundamentally, as did ideas about the nature of illness itself. Our course of study, in addition to charting ways in which the practice of medicine in America has developed, will make an equal effort to understand how medicine has changed and affected American society. Topics that we will investigate include cholera, TB, and childbirth in American society, as well as other medical phenomena. Format: discussion/lecture. Evaluation will be based on class participation, two short papers, reading quiz, and a final research paper.

No prerequisites. *No enrollment limit (expected: 15-25).*

Groups A and D

Hour: 9:55-11:10 TR

LONG

HIST 378 (formerly 344) History of Sexuality in America (Same as Women's and Gender Studies 344) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist378.html)

KUNZEL

HIST 380(F) (formerly 227) Comparative American Immigration History*

The United States is often described as a “nation of nations,” but there has always been an underlying tension between the image of American pluralism and the desire for homogeneity. This lecture/discussion course will examine the history of immigration to the United States from three primary regions: Europe,

History

Asia, and Latin America, as well as the Caribbean. Special attention will be paid to conditions in the sending countries and the historical ties of those countries to the U.S., immigrant labor recruitment, anti-immigration sentiments in the U.S., and the development of American immigration policy. Readings will include immigrant memoirs, novels, and modern interpretations of the immigration experience.

Format: lecture/discussion. Evaluation will be based on two short essays (5 pages), a personal or family immigration history (15 pages) and class participation.

Enrollment limit: 30 (expected: 30). Open to all.

Group A

Hour: 2:35-3:50 TF

WONG

HIST 383(F) The History of Black Women in America: From Slavery to the Present (Same as Women's and Gender Studies 383)*

This course will introduce students to the significant themes and events that have shaped African American women's historical experience from slavery to the present. We will examine the political nature and development of Black Women's studies as we explore the social, cultural, political, and economic meaning of freedom for women of African descent.

Format: discussion. Evaluation will be based on class participation, several short response papers, and a final exam.

No enrollment limit (expected: 20). Open to all.

Group A

Hour: 2:35-3:50 MR

HICKS

HIST 384 (formerly 331) Comparative Asian-American History, 1850-1965 (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/hist/hist384.html)

WONG

HIST 385(F) (formerly 332) Contemporary Issues in Recent Asian-American History, 1965-Present*

Since 1965, the Asian-American community has increased in number and diversity. This course will examine the Asian diaspora since 1965 in light of events in both Asia and the United States and how Asians have come to populate the American landscape in terms of immigration and adjustment patterns, Asian-American identity and politics, and the Asian presence in American popular culture. Readings will include oral histories, novels, and contemporary historical and sociological studies of the Asian-American experience.

Format: discussion. Evaluation will be based on class participation, two short papers (5-7 pages) and a personal or family immigration history (15 pages).

Enrollment limit: 30 (expected: 15). Open to all.

Group A

Hour: 9:55-11:10 TR

WONG

HIST 386 Latinas in the Global Economy: Work, Migration, and Households (Same as Latina/o Studies 386 and Women's and Gender Studies 386) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/hist/hist386.html)

WHALEN

HIST 387 Community Building and Social Movements in Latino/a History (Same as Latina/o Studies 387 and Women's and Gender Studies 387) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/hist/hist387.html)

WHALEN

HIST 389(S) History Through Fiction, Fiction Through History: Windows into African-American Culture (Same as English 389)*

This course provides students with a dual approach to understand African-American life between 1865 and 1925. We will read works of African-American literature in conjunction with modern historiography of the period. Students will be encouraged to examine the tensions and continuities between literature of the period and historians' interpretation of its social and political context. We will read literary works by Paul Laurence Dunbar, Sutton Griggs, Charles Chesnutt and Zora Neale Hurston, alongside works of history on Blacks during the Reconstruction and Progressive eras.

Format: lecture/discussion. Evaluation will be based on three short papers and one final research paper.

No prerequisites. *Enrollment limit 30. (Expected enrollment: 20-25). Open to all.*

Group A

Hour: 1:10-3:50 W

LONG and CHAKKALAKAL

ADVANCED ELECTIVES: TRANSNATIONAL/COMPARATIVE (392-396)

HIST 393 Sister Revolutions in France and America (Same as Leadership Studies 212 and French 212) (Not offered 2005-2006; to be offered 2006-2007)

(See under Leadership Studies for full description.)

Groups A, B, and D

HIST 394 (formerly 346) Comparative Masculinities: Britain and the United States Since 1800
(*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/hist/hist394.html)

WATERS

HIST 396 France In and Out of North Africa: Arab Nationalism, Islamic Fundamentalism, and the Re-peopling of Europe (*Not offered 2005-2006; to be offered 2006-2007*)*

(www.williams.edu/Registrar/catalog/depts/hist/hist396.html)

SINGHAM

ADVANCED SEMINARS (402-479)

These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

ADVANCED SEMINARS: AFRICA AND THE MIDDLE EAST (402-411)

HIST 408 Archaeology, Politics, and Heritage in the Middle East (*Not offered 2005-2006; to be offered 2006-2007*)*

(www.williams.edu/Registrar/catalog/depts/hist/hist408.html)

BERNHARDSSON

ADVANCED SEMINARS: EUROPE AND RUSSIA (422-441)

HIST 425 The First Crusade (Same as Religion 215) (*Not offered 2005-2006; to be offered 2006-2007*) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist425.html)

GOLDBERG

HIST 430 Toward a History of the Self in Nineteenth- and Twentieth-Century Europe (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/hist/hist430.html)

GARBARINI

HIST 440(F) Reform, Revolution, Terror: Russia, 1900-1939 (W)

The Russian Revolution of 1917 and the establishment of the Soviet Union are among the most important and influential events of the twentieth century. Not surprisingly, almost every aspect of the Revolution and the emergence of the Soviet system has aroused intense controversy, from the origins of these events and processes, to their character and the forces driving them, to the nature and meaning of their outcome. The purpose of this seminar is to enable students to explore the sources and process of revolution in early twentieth-century Russia and the controversies the Revolution continues to provoke through both common readings and a substantial independent research project. Class meetings, therefore, will be devoted initially to the discussion of common readings intended to familiarize students with the main aspects and interpretations of the Revolution (defined broadly as the period from roughly 1900 to 1939), and then to helping students with their research. Topics for general discussion will include the prospects for non-revolutionary change prior to 1914; the substance and significance of Marxist-Leninist ideology and Bolshevik political culture; the interplay of social, political, ideological, and cultural forces in shaping the revolution and the new Soviet order; the process of cultural revolution; and the origins and nature of Stalin's "revolution from above" and the "Great Terror" of 1937-1939. Research topics will be chosen by each student in consultation with the instructor and can concern any aspect of Russian history during the revolutionary era.

Format: seminar. Evaluation will be based on several short preliminary writing assignments, a final research paper, oral presentations in class, and class participation. Although the common readings in the seminar will be in English, the research project will provide an opportunity for students with reading knowledge of Russian to use their language skills if they wish to do so.

No prerequisites. *Enrollment limit: 15 (expected: 5-10). Preference given to History majors.*

Group B

Hour: 1:10-3:50 W

W. WAGNER

ADVANCED SEMINARS: LATIN AMERICA AND THE CARIBBEAN (442-451)

HIST 443 (formerly 355) Slavery, Race and Ethnicity in Latin America (*Not offered 2005-2006; to be offered 2006-2007*)*

(www.williams.edu/Registrar/catalog/depts/hist/hist443.html)

KITTLESON

ADVANCED SEMINARS: UNITED STATES (452-471)

HIST 456(F) (formerly 360) Civil War and Reconstruction

An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy

History

toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.

Requirements: a research paper based at least in part on primary sources.

Enrollment limited.

Group A

Hour: 1:10-3:50 W

DEW

HIST 466(S) (formerly 364) Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A. (Same as American Studies 364)

This course will explore the social, economic, and cultural lives of three cities, each of which at its zenith seemed to contemporaries to represent definitive aspects of "American" development. We will begin with Boston—the country's first "big" city and the nominal capital of Puritan New England—in the colonial and early national periods. From there we will move to Chicago, the transportation and commercial hub of the emerging national economy in the nineteenth century. Finally we will turn to Los Angeles, "The City of Dreams" and the center of the popular entertainment industry in the twentieth century. In each case, drawing on a variety of sources, we will examine the city's origins, the factors that promoted its growth, and the distinctive society it engendered. Then we will consider some of the city's cultural expressions—expressions that seem to characterize not only changing the nature of urban life, but the particular meanings each city gave to the nation's experience at the time. What made these cities seem simultaneously, as they did, so alluring and so threatening to the fabric of national community and identity?

Format: seminar. Requirements: two short papers and a longer essay analyzing selected primary texts; there will be no hour test or final exam.

Enrollment limit: 20 (expected: 15). Preference given to History majors.

Group A

Hour: 1:10-3:50 W

DALZELL

HIST 467(S) African Americans in Urban America*

How have scholars, and particularly historians, defined and addressed black urban identity in America? This research seminar examines the history of black urban experience, focusing primarily on the period from the turn-of-the century to the present. As we discuss the period from the interpretive frameworks that have guided scholarship in black urban studies, we will focus on selected themes such as migration, the black family, political activism, and culture. We will explore the various dimensions of the black urban experience by using primary resources, scholarly analyses, music, and film.

Format: seminar. Evaluation will be based on class participation, two class presentations, two short essays, and a final research paper.

Enrollment limit: 15 (expected: 15). Preference to History majors.

Group A

Hour: 1:10-3:50 W

HICKS

HIST 471 Comparative Latina/o Migrations (Same as Latina/o Studies 471) (Not offered 2005-2006; to be offered 2006-2007)(W)*

(See under Latina/o Studies 471 for full description.)

ADVANCED SEMINARS: TRANSNATIONAL/COMPARATIVE (472-479)

HIST 474(F) The History of Oil (Same as Environmental Studies 474)

Few discoveries have so fundamentally transformed the natural world and the organization of human life as the discovery of oil. From our concern with global warming to the international conflicts regarding the price and supply of petroleum, oil clearly occupies a central place in world politics and economics today, not to mention in our daily lives. This course will investigate the history behind this pre-occupation with oil production, focusing on several themes. First, we will explore how the exploration for oil, as well as the technologies required for refining and transporting it, have altered the natural environment. Second, we will examine the economic nature of oil exploration and in particular the boom-bust cycles that mark oil production. With this latter theme, we will investigate both how domestic politics have revolved around oil in the United States, as well as how international politics have been shaped by the problems of oil production.

Evaluation will be based on class participation, weekly critical writing, and a major research paper (20-30 pages) based on primary documents.

Enrollment limited.

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

Group A

Hour: 1:10-3:50 W

MERRILL

HIST 475 (formerly 356) Modern Warfare and Military Leadership (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hist/hist475.html)

WOOD

HIST 476(F) Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same as Religion 217)*

Hour: 1:10-3:50 W

BERNHARDSSON

ADVANCED TUTORIALS (480-492)

These are advanced reading and writing courses that offer an in-depth analysis of a topic in a tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

HIST 481T(S) The American Revolution, 1763-1798: Meanings and Interpretations (W)*

During the second half of the eighteenth century, the political, social, and demographic landscape of eastern North America underwent dramatic transformations. If many of the characters and events marking the transition of the region from a cluster of thirteen colonies to the first republic of the western hemisphere are quite familiar to most Americans, the movement to independence and the creation of the United States have been the subject of complex and sometimes contentious historical interpretations. This tutorial will explore the ideological, economic, political, and cultural causes and consequences of the American Revolution, from the emergence of increasing tensions between Great Britain and its North American colonies to the attempts of the United States government to limit political expression and immigration in the new nation. Through the close reading of some of the most significant scholarship of the period, we will seek to understand how a multitude of historical actors of varied social, economic, religious, and ethnic backgrounds made and shaped the famous political, military, and constitutional struggles of the Revolutionary Era. By the end of this tutorial, students will have engaged and debated some of the most important historiographical assessments of the Revolutionary Era. In their final assignment, students will be equipped to provide an erudite and personal answer to the most important question of all: How revolutionary was the Revolution?

Format: tutorial. Requirements: once a week for about an hour, student will meet with the instructor in pairs. During our sessions, students will alternatively present orally or critique a written essay of seven double-spaced pages on a topic assigned by the instructor. At the end of the semester, students will be asked to write a final paper assessing the revolutionary nature of the American Revolution.

No prerequisites. Enrollment limit: 10 (expected: 10). Preferences to History majors. Open to all.

Groups A and D

Tutorial meetings to be arranged.

AUBERT

HIST 482T(S) Memory, History, and the Extermination of the Jews of Europe (W)

The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past.

This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies' efforts to confront their own traumatic pasts.

Format: tutorial. Requirements: weekly one-hour sessions with the instructor and a fellow student. Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week. On alternate weeks, the student will write a 2-page critique of the fellow student's paper. A final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work. Enrollment limit: 10 (expected: 10). Preference to History majors.

Group B

Tutorial meetings to be arranged.

GARBARINI

HIST 483T(F) African Political Thought (W)*

This course examines the ideas of major figures in the progressive tradition of African political thought. This emancipatory tradition emerged in societies shaped by racial, cultural, and economic exploitation, forcing both African men and women to address questions of identity and political action. Most members of this tradition also considered the ways in which uneven power relations within African communities shaped the personal and political landscapes. The Africans we will examine in this course drew on

History

resources as varied as Pan-Africanism, Nationalism, Classical Liberalism, Social Democracy, Marxism, Black Consciousness, Negritude and Gender theory, yet each participated, at least implicitly, in a common African intellectual project: the meaning of Africa and of being African.

Format: tutorial. Evaluation will be based on class participation, weekly papers, and a 20- to 25-page seminar paper.

Enrollment limit: 10 (expected: 10). Preference given to History majors.

Group C

Tutorial meetings to be arranged.

MUTONGI

HIST 486T(F) Historical Memory of the Pacific War (Same as Japanese 486T) (W)*

Over half a century after Japan's surrender, the issue of how to remember the Pacific War continues to raise controversy both within Japan and between Japan, Korea, and China. This tutorial will consider how individuals, groups of individuals, and nations construct and reconstruct historical memories by examining how various Japanese have sought to remember the Pacific War. The course will begin with a discussion of theoretical writings on the social and political construction of historical memory and the distinctions between official, collective, and historical memory. Then we will consider Japanese historical memory of the Pacific War, focusing on how the Occupation and the Tokyo war crimes trial shaped how the war has been remembered. We will also deal with how the war has been portrayed in literature, film and other media. Finally, the course will explore how Japan's unique position as both wartime aggressor and victim has influenced its relationships within East Asia. We will examine the mnemonic sites contested by Chinese, Korean, and Japanese memories by discussing issues pertaining to military comfort women, the Nanking massacre, Unit 731, history textbooks, and Yasukuni shrine. Themes will include how the construction of memory is linked to the nation, how the passage of time influences the construction of historical memory, and the dilemmas of coming to terms with pasts contested both within and between countries.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Each student will write and present orally a 5- to 7-page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner. Students will be evaluated on their written work and their analyses of their partner's work. There will be a final paper (15 pages) on the themes of the course.

No prerequisites. *Enrollment limit: 10 (expected: 10). Open to all.*

Group C

Tutorial meetings to be arranged.

MARUKO

HIST 487T (formerly 374T) The Second World War: Origins, Course, Outcomes, and Meaning (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist487.html)

WOOD

HIST 488T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents (Same as American Studies 488T) (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist488.html)

WONG

HIST 489T History and the Body (Same as Women's and Gender Studies 489T) (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist489.html)

KUNZEL

HIST 490T (formerly 350T) History, Nostalgia, and the Politics of Collective Memory (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/hist/hist490.html)

WATERS

HIST 492T(S) Revolutionary Thought in Latin America (W)*

Throughout Latin America revolution has been a focus of political and social thought—as well as political organizing and armed initiatives—since the late eighteenth century and continues to be so, albeit in changed form, today. This course will examine the trajectory of various types of revolutionary theory in Latin America, from the anti-colonial and anti-white thought behind massive Andean uprisings in the 1780s to efforts to win national sovereignty and to construct socialist or other revolutionary states in modern Mexico, Guatemala, Cuba, and Nicaragua, and, more recently, to put more racially-, ethnically-, and gender-oriented notions of social justice into place. We will work to measure the impact of revolutionary thought as well as to tease out the internal tensions in the utopian ideals that revolutionaries have implicitly or explicitly pursued. We will also weigh the impact of more strictly intellectual currents and of geopolitical concerns on the evolution of Latin American ideas of revolution.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Each student will write and present a 5- to 7-page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner. Evaluation will be based on written work and analysis of their partner's work.

No prerequisites. *Enrollment limit: 10 (expected: 10). Open to all. Preference to History majors.*

Group C

Tutorial meetings to be arranged.

KITTLESON

THE THESIS AND INDEPENDENT STUDY (493-499)

HIST 493(F) Senior Thesis Research/Writing Seminar

This seminar is a colloquium for the writers of honors theses. Although each student's major work for the fall will be the writing of a thesis in consultation with an individual advisor, students will gather for occasional meetings in order to present and critique each other's proposals and drafts and to discuss common problems in research and the design of a long analytical essay. Evaluation will be based on class participation and completed written work, and will determine if a student will continue in the thesis program. For students proceeding to W31 and HIST 494, performance in the fall semester will figure into the thesis grade calculated at the end of the year. The quality of a student's performance in the end of the colloquium segment of History 493, as well as his or her performance in all aspects of the May colloquium at which these are presented and critiqued, will be figured into the overall grade the student is given for History 493-494 and the departmental decision to award *Honors* or *Highest Honors* at Commencement.

Enrollment limited to senior honors candidates.

Hour: 2:35-3:50 TF

KITTLESON

HIST 494(S) Senior Thesis

Students continuing to work on an honors thesis after WSP must register for this course. Infrequent meetings; times to be arranged.

Enrollment limited to senior honors candidates.

Hour: 2:35-3:50 TF

KITTLESON

HIST 497(F), 498(S) Independent Study

HISTORY OF SCIENCE

(Div. II & III, *see course descriptions*)

Chair, Professor DONALD deB. BEAVER

A major in the History of Science is not offered, but the occasional Contract Major in it or a related interdisciplinary field is possible. Courses in the History of Science are designed primarily to complement and strengthen work in other major fields. Although any of the courses may be taken separately, studying related courses in other departments will enhance their value, because by nature, History of Science is interdisciplinary.

The following will serve as examples: the 101 course is an introduction to science and technology studies, and concentrates on key aspects of contemporary science and technology relevant to many issues of living in a technological society. *Scientific Revolutions* (HSCI 224) deals with the emergence of modern science in the 1600s and 1700s, and with subsequent revolutions in scientific thought; as such it complements courses related to modern European history. History of Science 240 traces the influential role of science and invention in the shaping of American culture, and complements offerings in American Studies and American History. HSCI 320, an historical overview of the ideas, practice, and organization of medicine, provides context for related coursework in History, Philosophy, and the Premed Program.

HSCI 101(F) Science, Technology, and Human Values (Same as Science and Technology Studies 101)

A study of the natures and roles of science and technology in today's society, and of the problems which technical advances pose for human values. An introduction to science-technology studies. Topics include: scientific creativity, the Two Cultures, the norms and values of science, the Manhattan Project and Big Science, the ethics and social responsibility of science, appropriate technology, technology assessment, and various problems which spring from dependencies engendered by living in a technological society, e.g., computers and privacy, automation and dehumanization, biomedical engineering.

Format: seminar. Requirements: two or three short exercises, two papers (3-5 pages and 5-10 pages), and a final exam.

Enrollment limit: 25.

Satisfies one semester of the Division II requirement.

Hour: 10:00-10:50 MWF

D. BEAVER

HSCI 224 Scientific Revolutions: 1543-1927 (Same as History 294) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/hsci/hsci224.html)

D. BEAVER

HSCI 240(F) Technology and Science in American Culture (Same as History 295)

Although technologically dependent, the American colonies slowly built a network of native scientists and inventors whose skills helped shape the United States' response to the Industrial Revolution. The interaction of science, technology, and society in the nineteenth century did much to form American identity: the machine in the garden, through the "American System of Manufactures" helped America rise to technological prominence; the professionalization and specialization of science and engineering led to their becoming vital national resources. Understanding these developments, as well as the heroic age of American invention (1865-1914), forms the focus of this course: how science and technology have helped

History of Science, Interdepartmental Program

shape modern American life.

Format: seminar. Requirements: class discussion, six short reports (1-2 pages), and a final exam.

Enrollment limit: 20. Open to first-year students.

Satisfies one semester of the Division II requirement.

Hour: 1:10-2:25 MR

D. BEAVER

HSCI 320(F) History of Medicine (Same as History 293)

A study of the growth and development of medical thought and practice, together with consideration of its interaction with science and social forces and institutions. The course aims at an appreciation of the socio-historical construction of Western medicine, from prehistory to the twentieth century. The course begins with paleomedical reconstructions, and moves to Babylonian, Egyptian and Greek [not only Hippocratic] medicine, Greek and Roman anatomy and physiology, Arabic medical thought, Renaissance medicine, and the gradual professionalization and specialization of medicine from the sixteenth century. Attention is paid to theories of health and disease, ideas about anatomy and physiology, in addition to achievements such as anesthesia and internal surgery, and advances in instruments such as obstetrical forceps and the stethoscope.

Format: seminar. Requirements: six short papers (3 pages), midterm and final.

No prerequisites. *Open to first-year students.*

Satisfies one semester of the Division II requirement.

Hour: 11:00-11:50 MWF

D. BEAVER

HSCI 334 Philosophy of Biology (Same as Philosophy 334) (Not offered 2005-2006; to be offered 2006-2007)

(See under Philosophy for full description.)

HSCI 336 Science, Pseudoscience, and the Two Cultures (Same as Astronomy 336) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under Astronomy for full description.)

HSCI 338(S) The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as Astronomy 338 and Leadership Studies 338) (W)

(See under Astronomy for full description.)

HSCI 497(F) Independent Study

HSCI 498 Independent Study (Not offered 2005-2006; to be offered 2006-2007)

COURSES OF RELATED INTEREST

Philosophy 209	Philosophy of Science
Philosophy 210	Philosophy of Medicine
Philosophy 334	Philosophy of Biology
Sociology 368	Technology and Modern Society

INTERDEPARTMENTAL PROGRAM FOR EXPERIMENTAL AND CROSS-DISCIPLINARY STUDIES

(Div. II, with some exceptions as noted in course descriptions)

Chair, Professor PETER JUST

Advisory Committee: Professors: DARROW*, JUST. Associate Professors: COX, KIRBY*. Assistant Professor: CHAVOYA*.

This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty and student efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern.

EXPR 497(F), 498(S) Independent Study

INTR 105(F) Latina/o Identities: Constructions, Contestations, and Expressions (Same as Latina/o Studies 105)*

(See under Latina/o Studies for full description.)

Satisfies one semester of the Division II requirement.

INTR 107(F) Interpreting Human Experience (W)

How we make sense of the world, and of our lives, depends to a considerable degree on the intellectual methodologies we apply to the task of interpretation. Freud, for instance, saw selfhood and perception as fundamentally determined by the structures of the psyche itself; Marx, by contrast, argued that our sense of reality is conditioned primarily by our material and social circumstances; more recently, historian of science Thomas Kuhn has emphasized that the underlying assumptions which shape the very questions we pose as thinkers significantly influence and limit what data, and thus what reality, we are most likely to

Interdepartmental Program

observe. This course aims to provide a foundational experience for the liberal arts education, by engaging with key religious, political, literary, anthropological, philosophical and psychoanalytic texts with a view to complicating our sense of the purposes and possibilities of intellectual life and confronting the challenges of epistemology. Readings will include works by Plato, Rousseau, John Stuart Mill, Marx, E.M.Forster, Freud, Naguib Mahfouz, Brecht, Dangarembga, and extracts from the Bible and the Qu'ran. The course is intended to foster productive connections between what we discuss and debate in class and your broader experiences as students. The course will invite and promote interdisciplinary connections between core ways of seeing and interpreting the world, with a strong emphasis on improving your critical skills. Format: seminar. Requirements: regular short writing assignments designed to hone your reading skills; four papers ranging from 3-5 pages; participation in one or two tutorial sessions; and active contribution to discussion.

Enrollment limit: 19 (expected: 19).

Satisfies one semester of the Division I requirement.

Hour: 10:00-10:50 MWF

PETHICA

INTR 160 Mathematical Politics: Voting, Power, and Conflict (Same as Mathematics 175)

(Not offered 2005-2006; to be offered 2006-2007) (Q)

(See under Mathematics for full description.)

INTR 165(F) Words and Music in the 60s and 70s (Same as English 243 and Music 112)

What are the sources of meaning and emotional power in song? To what extent do musical settings of text support meanings already inherent in the words? To what extent do the musical elements of song fix the meaning of otherwise ambiguous lyrics? Finally, what is lost and what is gained when poetry is transformed into song? In this course, we will investigate the intricate alliance between words and music in American and British popular song of the 1960s and 70s. Our focus will be on the songs of Bob Dylan, John Lennon/Paul McCartney, and Joni Mitchell. Albums receiving particular attention will include Dylan's *Highway 61 Revisited* and *Blood on the Tracks*, the Beatles' *Revolver* and *Sgt. Pepper*, and Mitchell's *Hejira* and *Court and Spark*. In addition to training our analytic and interpretive skills on these paramount songwriters, we will also consider songs by those figures who influenced them and by those they, in turn, influenced. Our primary focus will be on the songs themselves—on how they were put together and on how we hear them—yet we will also consider the impact of social and artistic context on their creation. By studying these particular songs, we will develop and refine our abilities to read and hear all forms of words and music.

Format: lecture. Evaluation will be based on a midterm exam, occasional in-class quizzes, a 5- to 6-page paper, and a final exam.

No prerequisites. *Enrollment limit: 120 (expected 120).*

Hour: 2:35-3:50 MR

R. BELL and W. A. SHEPPARD

INTR 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

(Same as Cognitive Science 222, Philosophy 222 and Psychology 222) (Q)

(See under Cognitive Science for full description.)

Satisfies one semester of the Division II requirement.

INTR 225(F) Natural History of the Berkshires (Same as Biology 225 and Environmental Studies 225)

This field-lecture course examines the rich diversity of upland and wetland communities within a 20-mile radius of the Williams College campus. Lectures focus on the biological, geological, climatological, and historical underpinnings needed to observe, interpret, and analyze the biological communities in the region. The Field/lab sections will engage students in reading the landscape, field identification of indicator species, natural history, and using historical documents and materials ranging from photographic images, tax data, newspaper articles, and other resources. Students will undertake a series of field projects such as using historical materials to interpret changes in the landscape and creating interpretive guides for specific sites. Format: lecture/laboratory, six hours per week. Evaluation will be based on field quizzes, project reports, hour exams, and a final exam.

No prerequisites. *Enrollment limit: 18 (expected: 18).*

Satisfies distribution requirement in Biology major. Satisfies natural world requirement for Environmental concentrators.

Satisfies one semester of the Division III requirement.

Hour: 8:30-9:45 MWF

Lab: 1-4 T

ART

INTR 242 Network Culture (Same as Arth 268, ArtS 212 and Religion 289) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/intr/intr242.html)

TAYLOR

INTR 259(F) Society, Culture and Disease

Disease is one of the basic forces behind the growth, shape and vitality of human societies. Recognizing that understanding the effects of disease upon culture and society requires an approach that transcends traditional academic disciplines, this course will examine the nature and importance of disease from several perspectives. Focusing on the intersection of biology, economics and cultural study, we will confront

Interdepartmental Program

some of the most difficult and important issues of our time. How do we decide which diseases deserve the resources required for vaccine development? Who gets the vaccine? In other words, who lives, and who dies? How do we decide the value of a human life? How do we understand and heal the wounds, individual and cultural, deriving from our confrontation with disease—with the AIDS epidemic, for instance? In what ways has disease, as an agent of change, been a beneficial force in our history? How do we define “health”? What, exactly, is disease? In exploring these issues, we will use a number of different formats, including lecture, discussion, tutorial sessions, and guest lecturers. Texts studied will range from the scientific to the literary, and might include formal academic papers, poetry, plays, films, historical works and cultural studies.

Format: lecture/discussion. Evaluation will be based on class participation, several short papers, and a final essay.

Prerequisites: Economics 101 or 110 or 120; Biology 101 or Chemistry 115 or Biology AP5; 100-level English class except 150; permission of instructor. *Enrollment limit: 30 (expected: 30).*

Satisfies one semester of the Division I requirement.

Hour: 11:00-12:15 MWF

MURPHY, ROSEMAN and SCHAPIRO

INTR 275 Real Fakes (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/intr/intr275.html)

TAYLOR

INTR 287 African Music: Interdisciplinary Studies (Same as Music 233 and African-American Studies 250) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/intr/intr287.html)

E. D. BROWN

INTR 292(S) What is Life? (Same as Religion 292)

The 21st century will be the biological century. Developments in biology, biochemistry, and bioinformatics will be as transformative as computers and information technologies were in the 20th century. These changes will recast the question of life and will pose difficult social, political, and ethical challenges. For centuries philosophers and scientists have attempted to define life. How does life begin and where does it end? What is the difference between the living and the non-living? What makes human life distinctive? Recent advances in science and technology have complicated these questions but at the same time have opened new possibilities of communication between philosophy and science. In this course, we will draw on a variety of disciplinary approaches to integrate scientific and philosophical approaches to the question of life. Topics to be considered include: origin of life, evolution, co-evolution and symbiosis, cells and organisms, organization and complex adaptive systems, replication and reproduction, disease and self-preservation, information and bioinformatics, viruses and parasites, molecular, cellular and organism cloning, stem cells, abortion, tissue engineering, gene therapy, artificial life, implants and prostheses. In addition to the philosophical and scientific aspects of these issues, we will examine their social, ethical and political implications. Readings drawn from texts and articles written by scientists and philosophers.

Format: discussion/lecture. Evaluation will be based on midterm exam and final paper.

No prerequisites. *Enrollment limit: 25 (expected: 25). Open to all.*

Satisfies one semester of the Division II requirement.

Hour: 8:30-9:45 MWF

LOVETT and M. TAYLOR

INTR 295 Order, Disorder and Political Culture in the Islamic World (Same as International Studies 101 and Political Science 241) (Not offered 2005-2006; to be offered 2006-2007)*

(See under International Studies for full description.)

DARROW and MACDONALD

INTR 307(S) Art and Justice (Same as ArtS 311 and Political Science 337) (W)

Although Plato dismissed painters as unreliable imitators who invariably lead viewers “far from the truth,” art has played an important role in the creation and transformation of political belief throughout history. This class is an interdisciplinary examination of that role, focusing especially, though not exclusively, on the problem of how the visual arts advance and hinder the pursuit of justice. Our visual materials span diverse periods, areas, media, and cultural traditions, but the primary emphasis is on recent American art, particularly public art and self-consciously political works that seek to contest prevailing institutions, norms, and social structures. By examining key aspects of contemporary art practice, we will pursue fundamental questions about art, politics, and the relationship between them. For example: How does one “read” an image and determine how it “works?” How does the specific kind of activity or creation called “art” reflect and/or shape political life, especially in a time of increasingly digital mass-media? What do images offer those seeking, exercising, or contesting political power? Are such uses inherently more manipulative than verbal arguments over policies and principles? Does art have important ways of showing us things we might not otherwise see? Can it make our political imaginations more generous? Can it bring us closer to justice? What would claiming this entail? Likely authors and artists include Arendt, Bal, Benjamin, Danto, Gran Fury, the Guerrilla Girls, Hall, Kant, Kruger, Lacy, Plato, Rockwell, Salgado, Sontag, Walker, Wodiczko, and others.

Format: seminar. Requirements: regular short written critical analyses, several hands-on visual projects, and one major, final independent project. For students counting the course towards the Art Studio major, the project must be a studio project; for those taking the course toward the Art History major, the final project must be a research paper on a body of contemporary art.

Prerequisites: at least one course in Political Theory, Philosophy, Art History, Art Studio, American Stud-

Interdepartmental Program, International Studies

ies, or permission of instructors. *Enrollment limit: 18 (expected: 18). Preference given to juniors and seniors.*

Political theory subfield

Hour: 9:55-11:10 TR

DIGGS and M. REINHARDT

INTR 313 Reality (Same as Philosophy 313 and Religion 303) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/rel/rel303.html)

TAYLOR

INTR 314 Complexity (Same as Philosophy 354 and Religion 314) (Not offered 2005-2006; to be offered 2006-2007)

(See under Religion for full description.)

INTR 315 Computational Biology (Same as Computer Science 315 and Physics 315) (Not offered 2005-2006; to be offered 2006-2007) (Q)

(See under Computer Science for full description.)

Satisfies one semester of the Division III requirement.

INTR 320 Democracy: Prospects and Discontents (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/intr/intr320.html)

A. WILLINGHAM

INTR 333 Money (Same as Religion 333) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/intr/intr333.html)

TAYLOR

INTR 371 Evolutionary Psychology (Same as Psychology 348) (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/intr/intr371.html)

SAVITSKY

INTR 397(F), 398(S) Independent Study

INTR 405 Latina/o Visual Culture—Histories, Identities, and Representation (Same as Latina/o Studies 464) (Not offered 2005-2006; to be offered 2006-2007) (W)*

(See under Latina/o Studies for full description.)

INTERNATIONAL STUDIES (Div. II)

Chair, Professor GEORGE T. CRANE

Advisory Committee: Professors: CRANE, KUBLER, K. LEE, MAHON, MONTIEL. Associate Professors: CASSIDAY, M. LYNCH**, MUTONGI, A. V. SWAMY. Assistant Professor: PIEPRZAK.

In this era of cultural, technological and economic globalization and also of pressing international crises including environmental degradation, poverty and underdevelopment, terrorism and pandemics, knowledge of the world beyond the United States is an essential part of the liberal education that is the goal of the Williams experience. Both within and outside the classroom the College provides a rich array of opportunities to pursue that goal. The International Studies Program is designed to increase awareness of those opportunities and to provide a centralizing mechanism to encourage gaining such knowledge with perspectives that are cross disciplinary and comparative.

The program administers a number of tracks that provide students with the opportunity to pursue study of one area of the world or theme as a way of complementing the work they have done in their majors. Students will be expected to take courses in at least two departments to fulfill the requirements of a track. In addition to completing International Studies 101, they will be expected to do five courses in a track including an approved senior exercise. Students may not count a course toward more than one track in the program. They may pursue two tracks but will need to meet the course requirements for each track with a full complement of courses.

TRACKS

Tracks are of two kinds. The first type focuses either on a particular region of the world or a contact zone where several cultural traditions encounter each other. The second type is organized thematically and will explore a cultural, political, economic or technological issue globally. Each track will be administered by faculty teaching in that track in consultation with the steering committee. Each track may set an additional requirement of a level of language competency for its concentrators. Each track may also require one of the elective courses to be comparative, i.e. course that might not cover material directly dealing with their area, but would enrich the student's experience with tools for comparative inquiry. At present the program consists of the following tracks:

International Studies

Area Tracks

African Studies
East Asian Studies
Latin American Studies
Middle Eastern Studies
Russian and Eurasian Studies
South and Southeast Asia Studies

Thematic Tracks

Borders, Exile and Diaspora Studies
Economic Development Studies

To complete a track, students must take a section of International Studies 101, complete five additional approved courses within the track, attend the weekly International Studies colloquium and complete a senior exercise. Credit for work done on study abroad will likely provide one or more of the electives for many concentrators.

International Studies 101

All students wishing to pursue the program should take a section of International Studies 101 early in their careers. These courses will usually be team taught. The topics and regions covered will vary and be selective, but all will be designed to place cultural, political, economic and technological issues in conversation with one another to illustrate the necessity of having a broad range of disciplinary tools available to pursue an individual track.

Study Abroad and Internships

Study abroad and/or overseas internships are an essential component of International Studies. The program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. One or more courses completed on an approved study abroad program can be counted toward the five elective courses requirement.

Colloquium

Concentrators will be expected to attend fifteen sessions of the International Studies colloquia in their senior year, and are urged to do so throughout their careers at Williams. We hope that it will become a regular event for all concentrators. The colloquium meets weekly at the Center for Development Economics and is designed to feature faculty, students, CDE fellows and outside speakers addressing issues of wide interest to those in International Studies.

Senior Exercise

All concentrators must also complete a senior exercise. This will be a substantial piece of writing (20-25 pages) that would allow a student to draw together both their disciplinary skills and expertise in a particular area. It might be work done either in the context of a senior capstone course in a relevant department or in the context of a shared seminar sponsored by the International Studies program. In both cases it would culminate in a public presentation by each concentrator of his/her work in class or in the context of the International Studies Colloquium.

Honors

A candidate for honors in International Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete her/his project in a semester (and Winter Study). An honors candidate will prepare a forty page thesis or its equivalent while enrolled in the senior thesis course, 491 or 492 (and Winter Study). This course will be in addition to the courses required to fulfill the concentration.

A student wishing to become a candidate for honors in International Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

INST 101(F) Asia and the World (Same as Asian Studies 201 and Political Science 100)*

Asia looms large in contemporary world politics: Japan is gradually assuming an expanded regional national security role; The People's Republic of China is emerging as a multifaceted Great Power; India is challenged by rising ethno-nationalism. This course will explore both the historical background and current dynamics of political and economic issues in these three countries, drawing on themes of imperialism, nationalism, and globalization. It is an introductory class and, therefore, no prior coursework in political science or Asian studies is necessary.

Format: predominately lecture. Requirements: two short papers and a final exam.

No prerequisites. *Enrollment limit: 60 (expected: 60).*

Hour: 11:00-12:15 MWF

CRANE

INST 101 Order, Disorder and Political Culture in the Islamic World (Same as INTR 295 and Political Science 241) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/inst/inst101.html)

DARROW and MACDONALD

INST 397(F), 398(S) Independent Study

INST 402(S) Senior Seminar in International Studies

This course is open to concentrators in all tracks who will not be able to meet the senior exercise requirement in another context. This will be a shared team taught research seminar that will culminate in the

completion of a final research paper (20-25 pages). The seminar will meet jointly for the first four weeks to explore issues in the field of International Studies. This will be followed by four weeks of individual research developed in consultation with appropriate faculty followed in the last four weeks by the presentation of that research.

Satisfies one semester of Division II requirement.

Hour: TBA

CRANE

INST 491(F)-W30, W30-492(S) Senior Honors Project

AREA TRACKS

African Studies

African-American Studies 250/INTR 287/Music 233 African Music: Interdisciplinary Studies
Biology/Environmental Studies 134 The Tropics: Biology and Social Issues
Economics 204/Environmental Studies 234 Economic Development in Poor Countries
English 130 J.M. Coetzee
English/Comparative Literature 241 The African Novel
English/Comparative Literature 351 Reading Africa: Gender and Sexuality
French 111 Introduction to Francophone Literature: Roots, Families, Nations
History 202 Early-African History Through the Era of the Slave Trade
History 203 Sub-Saharan Africa Since 1800
History 303 Post-Apartheid South Africa
History 304 South Africa and Apartheid
History 308 Gender and Society in Modern Africa
History 402T African Political Thought

East Asian Studies

ArtH 172 Asian Art Survey: From the Land of the Buddha to the World of the Geisha
ArtH 270 Japanese Art and Culture
ArtH 274 Chinese Calligraphy: Theory and Practice
ArtH 374 In Pursuit of Clouds and Mists: Landscapes in Chinese Art
ArtH 376 Zen and Zen Art
Asian Studies 201/International Studies 101/Political Science 100 Asia and the World
Chinese 219 Popular Culture in Modern China
Chinese 224/Comparative Literature 220/History 315 Cultural Foundations: The Literature and History of Early China
Chinese/Comparative Literature 235 China on Screen
Economics/Asian Studies 207 China's Economic Transformation Since 1980
Economics 366 Rural Economies of East Asia
Economic 387/515 Economic Transition in East Asia
History 118 "Ten Years of Madness": The Chinese Cultural Revolution
History 212 Transforming the "Middle Kingdom": China, 2000 BCE-1600
History 213 Modern China, 1600-Present
History/Japanese 218 Modern Japan
History/Women's and Gender Studies 319 Gender and the Family in Chinese History
History/Japanese 321 History of U.S.-Japan Relations
Japanese 255/Comparative Literature 250 Love and Death in Modern Japanese Fiction
Japanese 256/Comparative Literature 250 Confession and Deception in Japanese Literature
Japanese 260/Comparative Literature 261 The Chrysanthemum and the Skyscraper: Japanese Theatre and its Contemporary Context
Music 126 Musics of Asia
Political Science 247 Political Power in Contemporary China
Political Science 253 Japanese Politics
Political Science 265 The International Politics of East Asia
Political Science 268 US and the Two Koreas
Political Science 341 The Politics of the Global Economy: Wealth and Power in East Asia
Political Science 342 East Asia and Globalization
Political Science 347 Korea's Democratization

Latin American Studies

Anthropology 215 The Secrets of Ancient Peru: Archaeology of South America
Anthropology 216 Native Peoples of Latin America
Anthropology/African-American Studies 235 Cultural Politics in the Caribbean
ArtH 200 Art of Mesoamerica
History 148 The Mexican Revolution: 1910 to NAFTA
History 242 Latin America From Conquest to Independence
History 243 Modern Latin America, 1822 to the Present
History 249 The Caribbean From Slavery to Independence
History 342 Creating Nations and Nationalism in Latin America
History 343 Gender and History in Latin America

International Studies

History 346 History of Modern Brazil
History/Latina/o Studies/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households
History 443 Slavery, Race, and Ethnicity in Latin America
Music 230 Seminar in Caribbean Music
Political Science 222 The United States and Latin America
Political Science 346 Mexican Politics
Political Science 349T Cuba and the United States
Spanish 200 Latin-American Civilizations (Conducted in Spanish)
Spanish 203 Major Latin-American Authors: 1880 to the Present
Spanish/Comparative Literature 205 The Latin-American Novel in Translation
Spanish 403 Senior Seminar: Literature and the City in Latin America
Theatre/American Studies/Women's and Gender Studies 331 Sound and Movement in the Afro-Latin Diaspora

Middle Eastern Studies

Anthropology 224 Morality and Modernity in the Muslim Middle East
Anthropology 346 The Afghan Jihad and its Legacy
ArtH 220 The Mosque
ArtH 278 The Golden Road to Samarkand
ArtH 472 Forbidden Images?
Comparative Literature 257 Baghdad
History 111/Leadership Studies 150 Movers and Shakers in the Middle East
History 207 The Modern Middle East
History 311 The United States and the Middle East
History 408 Archaeology, Politics, and Heritage in the Middle East
Religion 230/Comparative Literature 260 Reading Reading: Introduction to the Qur'an and Islam
Religion 231/History 209 The Origins of Islam: God, Empire and Apocalypse
Religion/Women's and Gender Studies 232/History 309 Women and Islam
Political Science 241 Order, Disorder and Political Culture in the Islamic World
Political Science 277 Political Islam

Russian and Eurasian Studies

History 140 Fin-de Siecle Russia: Cultural Splendor, Imperial Decay
History 240 Muscovy and the Russian Empire
History 241 The Rise and Fall of the Soviet Union
History 440 Reform, Revolution, Terror: Russia, 1900-1939
Religion 236/History 211 The Greater Game? Central Asia and Its Neighbors: Yesterday, Today and Tomorrow
Russian/Comparative Literature 203 Nineteenth Century Russian Literature in Translation
Russian/Comparative Literature 204 Freeze, Thaw, Resurrection: Twentieth-Century Russian Literature in Translation
Russian 206 Topics in Russian Culture: Feasting and Fasting in Russian History
Russian 208/ArtH 266 History of Russian Art
Russian/Comparative Literature 222 The Russian Short Story
Russian 301 Russian and Soviet Film
Russian 303 Russia in Revolution
Russian/Comparative Literature 305 Dostoevsky and His Age
Russian/Comparative Literature 306 Tolstoy and His Age
Russian 307 Music and Nineteenth Century Russian Literature
Russian 402 Senior Seminar: Real Men, Real Women? Gender in 20th-Century Russian Literature

South and Southeast Asia Studies:

Anthropology 233 Spiritual Crossroads: Religious Life in Southeast Asia
Political Science 251 Politics of India
Religion 240 Hindu Traditions
Religion 241 Hinduism: Construction of a Tradition
Religion/Women's and Gender Studies 246 The Gendering of Religion and Politics in South Asia
Religion 272 Mass Media and Religious Violence
Religion 302 Religion and Society: The Production of Conflict or Consensus?
Sociology 327 Violence, "Militancy," and Collective Recovery
Sociology 345 Producing the Past

THEMATIC TRACKS

Borders, Exile and Diaspora Studies:

American Studies/Latina/o Studies/Theatre/Women's and Gender Studies 331 Sound and Movement in the Afro-Latino Diaspora
American Studies/Latina/o Studies 405 Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making
Anthropology 235 Cultural Politics in the Caribbean

International Studies, Jewish Studies

ArtH 313 Distant Encounters: East Meets West in the Art of the European Middle Ages
Comparative Literature/French 312 T Writing Islands
Comparative Literature/Latino/a Studies 338 Theorizing Popular Culture: U.S. Latinas/os and the Dynamics of the Everyday
Comparative Literature 329/English 379 Contemporary World Novel
Comparative Literature 357 Creolization in Hispanic and Anglophone Caribbean Literature
Comparative Literature 402 Migration and National Identity in Literature and Film: Europe and the Americas
History 380 Comparative American Immigration History
History/Latina/o Studies/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration and Households
History 396 France In and Out of North Africa: Arab Nationalism, Islamic Fundamentalism and the Re-peopling of Europe
History 443 Slavery, Race and Ethnicity in Latin America
History/American Studies 488T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents
Latina/o Studies 105 Latina/o Identities: Constructions, Contestations, Expressions
Latina/o Studies 203/ArtH 203 Chicano/a Film and Video
Latina/o Studies/History 471 Comparative Latina/o Migrations
Political Science 225 International Security
French 111 Introduction to Francophone Literature: Roots, Families, Nations
Sociology 235 Racial Boundaries, Ethnic Identities
Sociology 345 Producing the Past
Spanish 201 The Cultures of Spain

Economic Development Studies

Economics 204/Environmental Studies 234 Economic Development in Poor Countries
Economics 235 Urban Centers and Urban Systems
Economics 240T Colonialism and Underdevelopment in South Asia
Economics 358 International Economics
Economics 360 International Monetary Economics
Economics 369/512 Agriculture and Development Strategy
Economics 501 Development Economics I
Economics 502 Development Economics II
Economics 503 Public Finance
Economics 505 Finance and Development
Economics 507 International Trade and Development
Economics 508 Development Finance
Economics 509 Developing Country Macroeconomics
Economics 513 Development Macroeconomics II
Environmental Studies 313 Global Trends, Sustainable Earth
Political Economy 401 Politics of International Economy
Political Science 229 Global Political Economy
Political Science 327 The Global Politics of Development and Underdevelopment
Religion 287 The Dynamics of Globalization: Society, Religion and the Environment

JEWISH STUDIES (Div. II)

Chair, Professor STEVEN GERRARD

Advisory Faculty: Professors: CHRISTENSEN***, GERRARD. Assistant Professors: DEKEL, S. FOX, GARBARINI, HAMMERSCHLAG**.

THE PROGRAM IN JEWISH STUDIES

Jewish Studies describes the academic field concerned with the experience and culture of the Jewish people. Covering a wide temporal and geographical range, Jewish Studies embraces both the waters of Babylon and the tenements of the Lower East Side. The subject cuts across numerous fields including Ancient Near Eastern Studies, Religion, Classics, History, Anthropology, Sociology, Art History, English, Middle Eastern Studies, Hebrew, Women's and Gender Studies, American Studies, Comparative Literature, Romance Languages and Literature, German and Russian Studies, and Political Science. Jewish Studies as a subject and object of scholarly inquiry is more than 100 years old, emerging, as did the study of religion in general, in the context of nineteenth century efforts to make religious texts open to scientific and especially historical forms of investigation.

Williams offers a variety of courses specifically directed to students interested in Jewish Studies. In addition, many other courses incorporate topics relevant to the study of Judaism. Students are encouraged to integrate courses from diverse disciplines with a focus in Jewish history, religion, literature, language, and thought. Thus, rather than emphasizing a particular method of inquiry, Jewish Studies courses bring together students from different departments who share an interest in a common topic. As a result, Jewish

Jewish Studies

subjects are analyzed from a multitude of perspectives (religious, philosophical, political, historical, psychological, literary, etc.). Williams offers two types of courses related to Jewish Studies: Courses directly focusing on Jewish topics and courses partially devoted to some aspect of Judaism. Most courses in Jewish Studies are open to all students without prerequisites. The specific catalogue entry for each course should be checked for details. The concentration in Jewish Studies is recommended for students interested in a sustained intellectual experience in the field.

CONCENTRATION IN JEWISH STUDIES

The concentration in Jewish Studies serves two primary functions. First, it provides a formal structure enabling students to develop knowledge of the history, thought, texts, and practices of the Jewish people. Second, students will learn to apply this competency to the analysis of issues related to Jewish Studies emerging from disciplinary perspectives. Through the Jewish Studies concentration, students will be able to examine topics according to the methods particular to majors as well as in comparison with other disciplinary approaches. Thus, Jewish Studies enhances one's specific knowledge of Judaica and the general capacity to think interdisciplinarily.

Students wishing to concentrate in Jewish Studies must take 5 courses with at least 2 different prefixes: 1 core course, 2 required courses, 1 elective, and 1 capstone course.

Core Course

Jewish Studies 101/Religion 203 Introduction to Judaism (required of all concentrators)

Required Courses

Students must take two required courses, one from Group I and one from Group II. There will be offerings from the visiting Croghan Professor and other visiting professors. These may fulfill the core requirements with approval from the Jewish Studies Advisory Committee. Only one Winter Study course may be used to satisfy this requirement.

Group I

CRHE 201-202 Hebrew

Religion/Comparative Literature 201 Reading the Hebrew Bible

Jewish Studies 013 In the Beginning: Fundamentals of Hebrew

Group II

[ArH 363 The Holocaust Visualized]

History 230 Modern European Jewish History, 1789-1948

[History 338 The History of the Holocaust]

Elective

Students may meet the elective requirement with one of the courses partially related to Jewish Studies or another course from Group I or II. Since the elective requirement enables students to situate issues in Jewish Studies within a broader disciplinary context, the elective must be taken after REL/CLAS 203 and simultaneously with or after at least one core course. In a course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one-third of the course will be devoted to Jewish subjects. The list of relevant electives changes constantly so the course catalogue should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a course not listed here, subject to the approval of the Chair of Jewish Studies.

Comparative Literature 232 European Modernism

English 236 Witnessing: Slavery and Its Aftermath

[German 303 German Studies 1900-1938]

History 225/Religion 216 The Middle Ages

History 228 (formerly 209) Europe in the Twentieth Century

[History 331 The French and Haitian Revolutions]

[History 425/Religion 215 The First Crusade]

[History 487T (formerly 374T) The Second World War: Origins, Course, Outcomes, and Meaning]

[History 490T (formerly 350T) History, Nostalgia, and the Politics of Collective Memory]

[Religion 231/History 209 (formerly 275) The Origins of Islam: God, Empire and Apocalypse]

[Religion 270T Father Abraham: The First Patriarch]

Spanish 201 The Cultures of Spain

Capstone Course

JWST 491 Jewish Studies Interdisciplinary seminar (Members of the Jewish Studies Advisory Committee)

Croghan Professorship

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan Bi-centennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity. Past Croghan Professors have taught courses on the Mishnah (Shaye Cohen), the historical Jesus (John Dominic Crossan), and Ancient Mediterranean Religions (Ross Kraemer).

Overseas Studies

Studying in Israel is highly recommended for students interested in Jewish Studies. Many students have spent a semester or year at Hebrew University. With the approval of the Jewish Studies coordinator, students may count a study-abroad program towards one core requirement.

Funding

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman '50, Samuel Bronfman II '75, and Matthew Bronfman '80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College's formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener '56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener '56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

JWST 101(S) Introduction to Judaism (Same as Religion 203)

(See under Religion for full description.)

JWST 201(F) The Hebrew Bible (Same as Classics 201, Comparative Literature 201 and Religion 201)

(See under Religion for full description.)

JWST 206(S) The Book of Job and Joban Literature (Same as Classics 206, Comparative Literature 206 and Religion 206) (W)

(See under Religion for full description.)

JWST 491(F) Jewish Studies Interdisciplinary Seminar

Open to students who have completed (or are completing) the four required courses for the Jewish Studies concentration, this course enables students to integrate their background in Jewish Studies with the disciplinary normally associated with a departmental major. Team-taught by members of the JWST advisory committee, the course consists of three parts. 1) Introductory sessions on methodological issues in Jewish Studies. 2) 4-6 week period of individual meeting with faculty member while working on a 15- to 20-page research project. 3) Final month devoted to seminar style presentation and discussion of papers. Students participating in the seminar must sign up for an approved independent study. A student writing a thesis relevant to Jewish Studies for a departmental major may petition the chair of Jewish Studies to allow the thesis to meet the capstone requirement in place of JWST 491.

Evaluation will be based on participation in discussions and final paper and presentation.

Prerequisites: fulfillment of requirements of Jewish Studies concentration. *No enrollment limit, however, chair of Jewish Studies must approve participation in the course (expected: 8).*

Hour: TBA

Members of the Jewish Studies Advisory Committee

LATINA/O STUDIES (Div. II)

Chair, ROGER KITTLESON

Advisory Committee: Professor: M. REINHARDT. Associate Professors: KENT**, KITTLESON, WHALEN**. Assistant Professors: CEPEDA, CHAKKALAKAL, CHAVOYA*, JOTTAR*, RÚA, VARGAS.

Latina/o Studies is an interdisciplinary and comparative field of study that explores the histories and experiences of Latinas and Latinos in the United States. Latinas and Latinos include peoples who come from or whose ancestors come from Latin America and the Spanish-speaking Caribbean. The program seeks to cover the widest range of experiences, encompassing Mexican-Americans, Puerto Ricans, Cubans, and Dominicans, as well as more recent migrations from a wide variety of Central and South American countries. Courses, most of which use a comparative approach, seek to provide students with the tools to continue their work in areas of their particular interest. Focusing on a diverse group with a long history in the United States, which is also one of the fastest growing populations in the contemporary era, provides an opportunity to explore complex dynamics globally and within the context of the United States. The program examines topics such as the political and economic causes of migration, the impact of globalization, economic incorporation, racialization, the formation and reformulations of identities and communities, the uses of urban spaces, inter-ethnic relations, artistic expression, aesthetics, and visual and popular culture.

THE CONCENTRATION

The concentration in Latina/o Studies requires five courses. Students are required to take the introductory course (LATS 105), one 400-level Latina/o Studies seminar, and three electives. Two electives must be

Latina/o Studies

core electives, and one elective can be a related course in Comparative Ethnic Studies or in Countries of Origin and Transnationalism. The three electives must include two different disciplines, and at least one elective must be at the 300 or 400 level. Additional courses may be approved by the Chair. Students, especially those considering graduate work or professional careers in the field, are encouraged to enroll in Spanish language courses at Williams.

Required Courses

Latina/o Studies/INTR 105 Latina/o Identities: Constructions, Contestations, and Expressions

One of the following 400-level seminars:

Latina/o Studies/American Studies 405 Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making
Latina/o Studies/American Studies 464/INTR 405 Latina/o Visual Culture: Histories, Identities, and Representation
Latina/o Studies/History 471 Comparative Latina/o Migrations

Two of the following core electives:

Latina/o Studies/Music 232T Latin Music USA
Latina/o Studies/History 286 Latina/o History From 1846 to the Present
Latina/o Studies/American Studies 310 Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers
Latina/o Studies/American Studies/Theatre/Women's and Gender Studies 331 Sound and Movement in the Diaspora: Afro-Latin Identities
Latina/o Studies/American Studies/Theatre 335/Women's and Gender Studies 337 Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday
Latina/o Studies/History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households
Latina/o Studies/History/Women's and Gender Studies 387 Community Building and Social Movements in Latino/a History

One additional related course from either of the following subcategories OR from the core electives above:

Countries of Origin and Transnationalism

History 243 Modern Latin America, 1822 to the Present
History 249 The Caribbean From Slavery to Independence
History 342 Creating Nations and Nationalisms in Latin America
History 343 Gender and History in Latin America
Music 230 Seminar in Caribbean Music
Political Science 222 The United States and Latin America
Political Science 346 Mexican Politics
Political Science 349T Cuba and the United States
Theatre 330 The Aesthetics of Resistance: Contemporary Latin American Theatre and Performance

Comparative Ethnic Studies

History/American Studies 368 Cultural Encounters in the American West
History 380 Comparative American Immigration History

LATS 105(F) Latina/o Identities: Constructions, Contestations, and Expressions (Same as INTR 105)*

What, or who, is a Hispanic or Latina/o? This course examines this question by exploring the diversity of the populations referred to by these terms, as well as the complex nature of "identity." Viewing identities as historically and socially constructed, we begin with a brief assessment of how racial, ethnic, class, and gendered identities take shape in the Hispanic Caribbean and Latin America. We then examine the impact of migration and the rearticulation of identities in the United States. Identity is also a contested terrain. As immigrants and migrants arrive, United States' policymakers, the media, and others seek to define the "newcomers" along with long-term Latina/o citizens. At the same time, Latinas/os rearticulate, live, assert, and express their own sense of identities. We conclude the course with an exploration of those many and diverse expressions.

Format: discussion. Evaluation will be based on class participation, several short writing assignments (1-2 pages), and three short papers (5-7 pages).

No prerequisites. Enrollment limit : 25. Preference given to senior Latina/o Studies concentrators and then first-year students and sophomores.

Hour: 9:55-11:10 TR

CEPEDA and RÚA

LATS 203 Chicana/o Film and Video (Same as ArtH 203) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/lats/lats203.html)

CHAVOYA

LATS 207(F) Spanish for Heritage Speakers: Introduction to the Cultural Production of U.S. Latinas/os (Same as Spanish 107)*

The emphasis in this course is on learning critical communication and analytical skills in Spanish for use both in and outside of the United States. We address all four of the primary language skills (listening, reading, writing, and speaking), with particular attention to the unique needs of students who have received a majority of their exposure to the Spanish language in informal/domestic environments. Through the use of meaningful materials and vocabulary taken from a variety of Spanish-language contexts—but with primary emphasis on the numerous U.S. Latino communities—this course aims to sharpen Heritage Speakers' sociolinguistic competency and ability to interpret Spanish-language musical, cinematic, and literary texts in the target language. Ultimately, students will be prepared for a variety of "real-world," cross-cultural contexts and more knowledgeable regarding the cultural production of U.S. Latinas/os.

Format: discussion. Evaluation will be based on class participation, several short writing assignments (1-3 pages each), two oral exams, oral presentation.

No prerequisites. *Enrollment limit: 19 (expected: 10). Open to all heritage speakers of Spanish.*

Hour: 2:35-3:50 MR

CEPEDA

LATS 220(S) Introduction to Urban Studies: Shaping and Living the City (Same as American Studies 221)

This course is an introduction to central topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Format: discussion. Evaluation will be based on class participation, several short writing assignments (1-2 pages), and three short papers (5 pages).

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to American Studies majors and Latina/o Studies concentrators.*

Hour: 11:20-12:35 TR

RÚA

LATS 232T Latin Music USA (Same as Music 232T) (Not offered 2005-2006; to be offered 2006-2007)* (W)

(See under Music for full description.)

LATS 240(S) The Politics of Language in the Literature and Culture of U.S. Latinas/os (Same as Comparative Literature 210)*

In this course we will focus on issues of language and identity in the contemporary literary production and lived experience of various U.S. Latina/o communities. As such, how are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Departing from a socio- and anthropological linguistic overview of common practices such as code-switching (popularly known as "Spanglish"), we will examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary and performance genres, ranging from the poetry of the Chicano and Puerto Rican Movements of the 1960s and 70s to more recent theatrical pieces, novels, poetry, and short stories by writers such as Dolores Prida, Martín Espada, Junot Díaz, Sandra Cisneros, H.G. Carrillo, and Achy Obejas, among others. Both directly and/or indirectly, these texts address U.S. Latina/o language politics, as well as the broader themes of identity, power, community, race/ethnicity, gender, class, hybridity, and cultural citizenship.

Format: discussion. Evaluation will be based on class participation, several short writing assignments (1-5 pages each), an oral presentation, and a final exam.

No prerequisites, though LATS 105 and/or intermediate-level reading competency in Spanish helpful. *Enrollment limit: 20 (expected: 15). Preference given to Latina/o Studies concentrators.*

Hour: 9:55-11:10 TR

CEPEDA

LATS 286 Latina/o History From 1846 to the Present (Same as History 286) (Not offered 2005-2006; to be offered 2006-2007)*

(See under History for full description.)

LATS 310 Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers (Same as American Studies 310) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/lats/lats310.html)

RÚA

LATS 331 Sound and Movement in the Diaspora: Afro-Latin Identities (Same as American Studies 331, Theatre 331 and Women's and Gender Studies 331) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/lats/lats331.html)

JOTTAR

Latina/o Studies

LATS 332(F) Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as American Studies 332) (W)*

Schools have often become the focal point for debates over the relationship between cultural identity, intellectual abilities, and the production of knowledge. What should be taught, who should be taught, and how they should be taught frame the politics of schooling. Language has often taken center stage in these debates. This course examines the effects of educational policies and practices on the development of Latina/o students and communities. We will also consider how these students and communities have resourcefully carved out spaces and made demands to meet their educational needs. Topics include school desegregation, bilingual education, student walk-outs and sit-ins, as well as the origins and advancement of Chicano Studies, Puerto Rican Studies, and more recently Latino Studies programs on college campuses. Through a series of three essays, students will critically engage the major themes of the course as they also engage each other in the form of peer-reviews and other in-class writing workshops.

Format: discussion. Evaluation will be based on class participation, class presentations, and three essays (8-10 pages each).

No prerequisites. *Enrollment limit: 19 (expected: 12). Preference given to Latina/o Studies concentrators.*
Hour: 1:10-2:25 MR RÚA

LATS 335 Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as American Studies 335, Theatre 335, and Women's and Gender Studies 337) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/lats/lats335.html)

JOTTAR

LATS 338(S) Theorizing Popular Culture: U.S. Latinas/os and the Dynamics of the Everyday (Same as Comparative Literature 338)*

Via critical analysis of select musical, cinematic, literary, and popular media texts, we will investigate the primary approaches to the study of popular expression and identity, with particular emphasis on U.S. Latina/o popular cultural production. This course will focus on the following questions: How is Latina/o identity expressed through the "popular" or the everyday? In which ways does the study of Latina/o popular culture illuminate our understanding of the Latina/o community's history and culture? What methodologies or theoretical approaches are best suited to the analysis of the "here and now"? Employing a broad range of current Cultural Studies theories, students will conduct a semester-long research project and complete various ethnographic exercises in this analysis of the historical, socio-political, and artistic uses of popular culture among U.S. Latinas/os.

Format: discussion. Evaluation will be based on class participation, several short writing assignments (1-3 pages each), oral presentation, final paper (15-20 pages).

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to Latina/o Studies concentrators.*
Hour: 1:10-2:25 MR CEPEDA

LATS 386 Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Women's and Gender Studies 386) (Not offered 2005-2006; to be offered 2006-2007)*

(See under History for full description.)

LATS 387 Community Building and Social Movements in Latino/a History (Same as History 387 and Women's and Gender Studies 387) (Not offered 2005-2006; to be offered 2006-2007)*

(See under History for full description.)

LATS 397(F), 398(S) Independent Study*

LATS 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as American Studies 405) (W)*

The metaphor of "home" and idea of "belonging" bring insight to theories and investigations centered on community building and identity formation within and across national borders. These constructions give us an indication of what people value, what is worth fighting for, as well as what is considered expendable. Our objective in this course is to interrogate constructions of home and belonging by studying how individuals, communities, and nations are transformed by experiences of dislocation, migration, and renewed place-making. What are the ways a sense of belonging shapes these identities and the investments made in these formations? Working with ethnography, history, memoir, literature, critical essays, and documentary film, we will consider the personal and political uses and meanings of memory, nostalgia, and imagination in "rooting" migrating subjects in place and time. Among the many case studies we will examine are the politics of homeland among Cuban-Americans, Native American and West Indian festive forms, and place-claiming and performativity among African Americans.

Format: seminar. Evaluation will be based on class participation, class presentations, research proposal, and a final research paper.

Prerequisites: Prior work in American Studies, Latino Studies, or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to senior American Studies majors and to senior Latina/o Studies concentrators.*

Hour: 1:10-3:50 W

RÚA

LATS 455 Performance and the Law (Same as Theatre 404) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/lats/lats455.html)

JOTTAR

LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation (Same as INTR 405) (Not offered 2005-2006; to be offered 2006-2007) (W)*

(www.williams.edu/Registrar/catalog/depts/lats/lats464.html)

CHAVOYA

LATS 471 Comparative Latina/o Migrations (Same as History 471) (Not offered 2005-2006; to be offered 2006-2007) (W)*

(www.williams.edu/Registrar/catalog/depts/lats/lats471.html)

WHALEN

LEADERSHIP STUDIES (Div. II)

Chair, Associate Professor JAMES MCALLISTER

Advisory Committee: Professors: BUCKY, DUNN, GOETHALS***, HOPPIN, JACKALL*, K. LEE. Associate Professor: MCALLISTER. Assistant Professors: MELLOW, THOMAS. Visiting Professors: BURNS, J. CHANDLER§§§. Visiting Lecturer: G. CHANDLER§§§.

Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts-whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, a number of questions are addressed through the curriculum. How have men and women defined leadership and what are the bases of leaders' legitimacy in different historical contexts? How do leaders in different contexts emerge? Through tradition, charisma, or legal sanction? How do different types of leaders exercise and maintain their domination? What are the distinctive habits of mind of leaders in different historical contexts? What are the moral dilemmas that leaders in different contexts face? What are the typical challenges to established leadership in different historical contexts? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures. How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete the sequence outlined below (6 courses total). Students must take their two core courses from different departments. At least one of the core courses must be at the 300 or 400 level.

[] Courses not offered in 2005-2006 are listed in brackets.

The Introductory Course:

Political Science 125 Power, Leadership and Legitimacy: An Introduction to Leadership Studies

One Required Course on Ethical Issues Related to Leadership:

Philosophy 101 Introduction to Moral and Political Philosophy

Political Science 203 Introduction to Political Theory

Two Core Courses Dealing with Specific Facets or Domains of Leadership:

English 137 Shakespeare's Warriors and Politicians

Classics/History/Leadership Studies 323 Leadership, Government, and the Governed in Ancient Greece

History 111 Movers and Shakers in the Modern Middle East

History 326 War in European History

History 475 Modern Warfare and Military Leadership

Leadership Studies/French 212/History 393 Sister Revolutions in France and America

Leadership Studies 275 The Art of Presidential Leadership

Leadership Studies/Political Science 285 The Revolutionary Generation: Galaxy of Leaders

Leadership Studies 295 Leadership and Management

Political Science 218 The American Presidency

[Sociology 387 Propaganda]

One Leadership Studies Winter Study course (listed separately in the catalogue)

Capstone Course:

Leadership Studies 402(S) Domains of Leadership

LEAD 125(S) Power, Leadership and Legitimacy: An Introduction to Leadership Studies (Same as Political Science 125)

Leadership has long been a central concept in the study of politics. Philosophers from Plato to Machiavelli have struggled with the question of what qualities and methods are necessary for effective leadership. So-

Leadership Studies

cial scientists throughout the twentieth century have struggled to refine and advance hypotheses about leadership in the areas of economics, psychology, and sociology. Nevertheless, despite all of this impressive intellectual effort, the study of leadership remains a contested field of study precisely because universal answers to the major questions in leadership studies have proven to be elusive. This course is designed to introduce students to many of the central issues and debates in the area of leadership studies.

Format: lecture/discussion. Requirements: a midterm and final exam and 2 short papers.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to first-year students and sophomores.*

Subfield open

Hour: 11:20-12:35 TR

MCALLISTER

LEAD 135T(F) The Great War, 1914-1918 (Same as History 135T) (W)

(See under History for full description.)

LEAD 150(S) Movers and Shakers in the Middle East (Same as History 111) (W)*

(See under History for full description.)

LEAD 206(F) Memoirs of African American Social Movements (Same as Political Science 206) (W)*

(See under Political Science for full description.)

LEAD 212 Sister Revolutions in France and America (Same as French 212 and History 393)

(Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/lead/lead212.html)

DUNN

LEAD 218 The American Presidency (Same as Political Science 218) (Not offered 2005-2006; to be offered 2006-2007)

(See under Political Science for full description.)

LEAD 255 Leadership in the Civil Rights Movement (Same as African-American Studies 255)

*(Not offered 2005-2006; to be offered 2006-2007)**

(www.williams.edu/Registrar/catalog/depts/lead/lead255.html)

LEAD 265(F) "Great" Leadership: Lincoln, Gandhi, King, Mandela

What is great leadership? To what extent is it mythical or illusory? How does it depend on great follower-ship? What difference has it made in history? How can great leadership be exercised by flawed leaders? This course will explore these issues in relation to the lives and leadership of Abraham Lincoln, Mahatma Gandhi, Martin Luther King Jr., and Nelson Mandela, using a comparative approach that will examine each leader within the context of his place, time, and culture. Readings will include both primary and secondary sources.

Format: lecture. Requirements: full class participation, one short paper, one 10- to 15-page paper, final exam

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference will go to leadership studies concentrators.*

Hour: 2:35-3:50 MR

BURNS

LEAD 275 The Art of Presidential Leadership (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/lead/lead275.html)

DUNN

LEAD 285(S) The Revolutionary Generation: Galaxy of Leaders (Same as Political Science 285)

The American Revolution produced a galaxy of brilliant politicians and statesmen of extraordinary courage, intellect, creativity, and character. They succeeded in drafting an unparalleled Constitution and establishing enduring democratic political institutions while nevertheless failing to grapple with the wrenching issue of slavery and the rights of women. In this course, we will explore the lives, ideas, and political leadership of these men, most of whom belonged to the social elite of their day: Washington, Madison, Jefferson, Adams, Franklin, and Hamilton. We will study in depth their superb writings, such as the

correspondence between Madison and Jefferson and between John Adams and his wife Abigail, and Madison's and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Edmund Morgan, Bernard Bailyn, and others.

Format: seminar. Requirements: three papers, four class presentations.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to students with a background in American History or Political Science.*

Satisfies one semester of the Division II requirement.

Hour: 1:10-3:50 W

DUNN

LEAD 295(F) Leadership and Management

What are the differences between effective leaders and effective managers of complex organizations, or are they one and the same? If different, what are the key elements making each successful, and are there any

Leadership Studies, Legal Studies

critical dynamics or interdependencies between these elements? Finally, are there important distinctions between the factors required for success by leaders/managers in different domains, in different cultures, or of different genders? In this course, we will wrestle with these questions by examining both successful and unsuccessful leadership and management of complex organizations in a number of domains, potentially including business, non-profit, higher education, government agencies, and others. Our primary means of doing so will be through case studies, supplemented by reading Ronald Heifetz, Peter Drucker, Warren Bennis, and several noted leadership and management thinkers.

Format: seminar. Course requirements will include active class participation, several brief (1 page or less) response papers, a short mid-term paper, and a longer final paper, which develops and analyzes a case of the student's choice. This latter paper can be done individually or in groups of two. No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to Leadership Studies concentrators.*

Hour: 1:10-2:25 MR

JOHN CHANDLER and CHIP CHANDLER

LEAD 323 Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Classics 323) (Not offered 2005-2006; to be offered 2006-2007) (W)
(See under History for full description.)

Satisfies one semester of the Division II requirement.

LEAD 338(S) The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as Astronomy 338 and History of Science 338) (W)
(See under Astronomy for full description.)

LEAD 397(F), 398(S) Independent Study

LEAD 402 Domains of Leadership (Not offered 2005-2006; to be offered 2006-2007)
(www.williams.edu/Registrar/catalog/depts/lead/lead402.html)

LEGAL STUDIES (Div. II)

Chair, Professor LAWRENCE KAPLAN

Advisory Committee: Professors: JACKALL*, JUST, KAPLAN, KASSIN. Associate Professors: NOLAN*, SHANKS. Assistant Professor: MARUKO. Visiting Assistant Professor: A. HIRSCH§§§.

Legal Studies is an interdisciplinary program designed to give students a background and frameworks for understanding the law as a means of regulating human behavior and resolving disputes among individuals, groups, and governments. Emanating from a liberal arts tradition, and not specifically aimed at preparing students for law school, this program provides the tools needed to think and argue critically about how laws work, how they evolved in the course of history and in different parts of the world, how they are enforced, and how they affect our everyday lives.

The courses in this program address a wide range of subjects, including the philosophical, moral, historical, social, and political underpinnings of law; the U.S. Constitution; law enforcement and other aspects of criminal justice; methods of scientific proof; psychological influences on evidence, trials, and decision-making; cultural perspectives and non-western legal traditions; and the use of law to regulate environmental policy. Courses are taught by faculty in the Sciences, Social Sciences, and Humanities, whose work centers on legal processes, and by visiting professors from various law schools.

THE CONCENTRATION

The concentration in legal studies consists of six courses, including an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar on a contemporary topic in the law. Electives may vary from year to year according to course offerings. In addition, the program offers local, alumni, and professional contacts for summer and WSP internships in a wide range of government and private law-related settings.

REQUIRED COURSES

LGST 101(S) Processes of Adjudication

How are disputes resolved within social systems? Focusing on this question, this team-taught interdisciplinary course presents different perspectives on trials and other methods of adjudicating crimes, settling matters of public policy, and resolving civil disputes among individuals, groups, governments, and organizations. Topics to be addressed include: the historical and Constitutional basis for the operation of the American court system and for juries and jury trials; methods of gathering and evaluating evidence; the role of forensic science and technology; alternative means of adjudication as seen in the function of administrative agencies; adjudication of disputes across international boundaries; adversarial, inquisitorial, and consensus-building approaches to dispute resolution used in past and non-western cultures.

Format: lecture/discussion. Evaluation will be based on two exams, a 10- to 15-page paper, and class participation.

Enrollment limit: 50.

This is an interdisciplinary course to be team-taught by faculty, from a variety of departments.

Hour: 2:35-3:50 MR

A. HIRSCH

Legal Studies, Linguistics

LGST 401(S) Senior Seminar: The Legal Palette

The great jurist Oliver Wendell Holmes claimed that people trained in law rarely appreciate art: works of genius would elude lawyers and judges, Holmes said, because “their very novelty would make them repulsive.” As this implies, in crucial respects law and art are opposites. The legal system aims at stability and reinforcement of social norms whereas some art seeks to destabilize and challenge prevailing norms. The legal system aspires to objectivity, whereas art is largely value-laden. What happens when these worlds collide? This course explores a wide range of American trials involving art, such as: the fraud trial of William Mumler, America’s leading “spirit photographer”; the trial of Stephen Radich for displaying sculptures defacing the flag; the suit against collector Joseph Duveen for calling an alleged Da Vinci painting a forgery; the case of a Constantin Brancusi sculpture refused duty-free entry into the U.S. on the ground that it wasn’t art; the trial of Jeff Koons for copyright infringement; the defamation suit by David Wojnarowicz against a group that misrepresented his work; the litigation to appraise Andy Warhol’s paintings; and the obscenity trial of Robert Mapplethorpe for homoerotic photographs. These cases implicate the complex relationship between aesthetics and epistemology and raise profound questions about both law and art. Are judges and juries equipped to determine the purpose or value of art? Do artists need the protection of society or does society need protection from artists? The most crucial question, from the standpoint of this course, concerns the capacity of our legal system to strike an appropriate balance between preserving the social fabric and accommodating change. Does the inherent conservatism of the law inevitably impede the kind of free expression necessary for a thriving democracy?

Format: seminar. Requirements: active class participation, several short papers, and a substantially longer final paper.

Prerequisite: Legal Studies 101 and at least two Legal Studies electives, or permission of the instructor.
Enrollment limit: 25 (expected: 20-25). Preference will be given, in order of seniority, to students for whom this course completes the Legal Studies concentration.

Hour: TBA

A. HIRSCH

ELECTIVES

Four elective courses are required to complete a concentration in Legal Studies. These courses must be taken from at least two departments.

Chemistry 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science
English 123 Borrowing and Stealing: Originality in Literature and Culture
Environmental Studies 307/Political Science 317 Environmental Law
Legal Studies 397, 398 Independent Study
Philosophy 272T Free Will and Responsibility
Political Science 216 (*formerly 219*) Constitutional Law I: Structures of Power
Political Science 217 (*formerly 216*) Constitutional Law II: Rights
Political Science 318 The Voting Rights Act and Voting Rights Movement
Political Science 319 War and Constitution
Sociology 215 Crime in the Streets
Sociology 218 Law and Modern Society
Sociology 265 Drugs and Society

LGST 332(F) Law and Society in 18-19th Century British Fiction (Same as English 332)

(See under English for full description.)

LGST 397(F), 398(S) Independent Study

Open only to upperclass students under the supervision of a member of the Legal Studies Advisory Committee.

LINGUISTICS (Div. I)

Coordinator, Assistant Professor: NATHAN SANDERS

Courses in linguistics enable students to explore language from a variety of perspectives: the internal workings of language as a system of communication, the physical means by which speech is produced, the role of language in society, the history of language groups and specific languages, and the applicability of scientific knowledge about language to various human endeavors.

Linguistics offers neither a major nor a concentration, but its courses provide a solid grounding in formal linguistics and complement study in several other disciplines: Anthropology, Philosophy, Computer Science, Psychology, Cognitive Science, Sociology, English, Comparative Literature, and all the foreign languages. Anthropology majors can receive major credit for Linguistics 101. Majors in German Studies may receive major credit for a linguistics course with the special permission of the department chair.

Knowledge of foreign languages is helpful but not required for introductory linguistics courses.

LING 101(F) Introduction to Linguistics (Same as Anthropology 107)

This course is a general introduction to the scientific study of language, particularly its theoretical debates, methodology, and relationship to other disciplines. With this aim in mind, we will examine the analytic

methods and major findings of various subfields of linguistics, including phonetics, phonology, morphology, syntax, semantics, and language change. Additional topics may include dialects, American Sign Language, the acquisition of language, and the official English language movement. By the end of the course, you should be acquainted with systematic methods of studying language, be aware of the fundamental similarities and startling diversity of human languages, and have an informed perspective on how issues of language have an impact on our society.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, a midterm exam, and a final exam.

No prerequisites. *Enrollment limit: 40 (expected: 40).*

Hour: 1:10-2:25 MR

SANDERS

LING 111(S) Articulatory and Acoustic Phonetics (Q)

Phonetics is the study of human speech sounds. This course emphasizes the International Phonetic Alphabet, a standardized system of transcribing speech. Students learn to recognize, describe, transcribe, and produce speech sounds from languages all over the world. This course also covers phonetic analysis of speech, including patterns of sounds within and across languages, the acoustic properties of the speech signal, and how and why the mouth moves the way it does when we speak.

Format: lecture/discussion. Requirements: participation in discussions, weekly homework, occasional quizzes, a midterm exam, and a final project.

No prerequisites. *No enrollment limit (expected: 40).*

Hour: 1:10-2:25 MR

SANDERS

LING 121(S) The Syntactic Structure of English (Same as English 122) (W)

This course is an introduction to a rigorous, scientific approach to language study. No previous training in linguistics is assumed, and no reading is required for the course. A better understanding of the underlying structure of English and of language in general will proceed by way of class discussion and homework problems. These discussions and problems will involve students in observation and analysis of linguistic data through construction, testing, and revision of syntactic theories. The homework will require time and careful attention and will usually be rather challenging.

Format: lecture/discussion. Requirements: participation in discussions and 30-40 pages of writing in the form of weekly homework, alternating between essays and short answer problem sets.

No prerequisites. *Enrollment limit: 19 (expected: 15).*

Hour: 1:10-2:25 TF

SANDERS

LING 131(F) Introduction to Logic and Semantics (Same as Philosophy 131) (Q)

This course is an introduction to both formal logic and the study of linguistic meaning. Throughout the course, a formal system of logic will be developed, and its adequacy for describing linguistic meaning will be tested. Topics to be covered include the meaning of words and sentences, first-order predicate logic, logical deduction, interpretation and understanding, and pragmatics.

Format: lecture/discussion. Requirements: participation in discussion, weekly homework, a midterm exam, and a final exam.

No prerequisites. *No enrollment limit (expected: 30).*

Hour: 1:10-2:25 TF

SANDERS

LING 397(F), 398(S) Independent Study

LING 431 Introduction to Chinese Linguistics (Same as Chinese 431) (*Not offered 2005-2006; to be offered 2006-2007*)*

(See under Asian Studies—Chinese for full description.)

LITERARY STUDIES—see COMPARATIVE LITERATURE

MARITIME STUDIES

Chair, Associate Professor RÓNADH COX

Advisory Committee: Associate Dean: TOOMAJIAN. Professor: ART. Associate Professors: MERRILL, MURPHY. Assistant Professor: GOLDBERG, TING. Mystic Seaport Historian: GORDINIER.

The oceans cover almost three-quarters of the globe, and understanding them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from a variety of perspectives. Maritime Studies is an interdisciplinary, cross-divisional program that examines the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (Geosciences 104 Oceanography), four intermediate core courses (at Williams-Mystic), an elective, and the senior seminar.

Students who have completed other study-away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Maritime Studies concentration.

Maritime Studies

REQUIRED COURSES:

Introductory course:

Maritime Studies 104(S) Oceanography

Core courses (Williams-Mystic at Mystic Seaport):

Maritime Studies 201(F,S) America and the Sea, 1600-Present

Maritime Studies 231(F,S) Literature of the Sea

Maritime Studies 311(F,S) Marine Ecology

Maritime Studies 351(F,S) Marine Policy

(NOTE: Students who take Maritime Studies 211 Oceanographic Processes at Mystic can substitute an extra elective in lieu of Geosciences 104)

Senior seminar:

Maritime Studies 402(F) Syntheses: Senior Seminar

ELECTIVE COURSES:

Elective courses are listed based on either a clear maritime statement in the course description (e.g. History 127, English 223, Geosciences 253T) or broad practical/theoretical applicability to maritime studies (e.g., Environmental Studies 102, Political Science 223, Geosciences 302). Concentrators will take a minimum of one course from among the following:

Maritime History

History 124 The Vikings

History 127 The Expansion of Europe

History 249 Caribbean, Slavery to Independence

History 321 History of US-Japan Relations

Maritime Literature

Comparative Literature/French 312T Writing Islands

English 450 Herman Melville and Mark Twain

Marine Policy

Political Science 202 World Politics

Economics 213 Economics of Natural Resource Use

Economics 221 Economics of the Environment

Economics/Environmental Studies 386 Environmental Policy and Natural Resource Management

Environmental Studies/Political Science 270T Environmental Policy

Environmental Studies/Political Science 317 Environmental Law

Political Science 229 Global Political Economy

Political Science 349T Cuba and the United States

Marine Science

Biology 414 Life at Extremes: Molecular Mechanisms

Geosciences 215 Climate Changes

Geosciences 302 Sedimentation

HONORS PROGRAM IN MARITIME STUDIES

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and write-up of results. This could be either a one-semester project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student's Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

MAST 104(S) Oceanography (Same as Geosciences 104 and Environmental Studies 104)

(See under Geosciences for full description)

Satisfies one semester of the Division III requirement.

MAST 201(F,S) America and the Sea, 1600-Present (Same as History 352) (Offered only at Mystic Seaport.) (W)

This course focuses on the history of America's relationship to the sea from the age of discovery through the heyday of merchant sail to the triumph of steam and the challenges of the twentieth century. Readings in primary sources and secondary works on the social, economic, and diplomatic implications of maritime activities culminate in a research paper. Topics such as shipbuilding, whaling, and fisheries are studied through museum exhibits and artifacts in the material culture component of the course. Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research paper. Requirements: an hour test, two papers, and a final exam. Student papers will be a 5-page minimum and a 15-page minimum essay. The 15-page paper will be critiqued in three steps, as an outline,

Maritime Studies, Materials Science Studies

a draft, and a final paper, with attention to reasoning and style.

Satisfies one semester of the Division II requirement.

Hour: TBA

GORDINIER

MAST 211(F,S) Oceanographic Processes (Same as Geosciences 210) (Offered only at Mystic Seaport.)

This course is an introduction to the physical, chemical, geological, and biological processes that control the major features of the world's oceans. Topics include ocean circulation, waves and tides, plate tectonics, shoreline processes, biological productivity, and food web structure. This overview of the oceans is designed for both non-science majors and science majors who desire a general course on oceanography. Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project. Requirements: an hour test, a research project, a presentation, and a final exam. Williams students who have taken Geosciences 104 may not take Geosciences 210/American Maritime Studies 211 for credit.

Satisfies one semester of the Division III requirement.

Hour: TBA

GILBERT

MAST 231(F,S) Literature of the Sea (Same as English 231T) (Offered only at Mystic Seaport.) (W)

A study of the ways in which the sea has often filled the literary imagination and found expression in narrative, poetry, drama, and myth. Special emphasis is given to such authors as Melville, London, Steinbeck, Proulx, and Hemingway, as well as Shakespeare, Coleridge, Conrad, and Douglass. Format: small group tutorials with occasional larger classes and lectures, including coastal and near-shore field trips, and 10 days offshore. Requirements: regular papers, class discussions, and a final exam.

Satisfies one semester of the Division I requirement.

Hour: TBA

BRAYTON

MAST 311(F,S) Marine Ecology (Same as Biology 231) (Offered only at Mystic Seaport.)

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail. Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project. Requirements: an hour test, a research project, a presentation, and a final exam. Prerequisites: Biology 101 or Geosciences/Maritime Studies 104, or permission of instructor.

Satisfies one semester of the Division III requirement.

Hour: TBA

CARLTON

MAST 351(F,S) Marine Policy (Same as Environmental Studies 351) (Offered only at Mystic Seaport.)

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with ocean and coastal resources. This seminar takes a topical approach to the study of marine law and policy, examining fisheries, harbor development, coastal zone management, admiralty law, law of the sea, marine pollution, and shipping. Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore. Requirements: a midterm, an independent research paper, a presentation, and a final exam.

Satisfies one semester of the Division II requirement.

Hour: TBA

HALL

MAST 402(F) Syntheses: Senior Seminar (Same as Environmental Studies 402)

(See under Environmental Studies for full description)

MAST 397(F), 398(S) Independent Study

MAST 493(F)-031, 031-494(S) Senior Thesis

MATERIALS SCIENCE STUDIES

Advisory Faculty: Professor: KARABINOS, D. LYNCH, STRAIT. Associate Professors: AALBERTS, S. BÖLTON, L. PARK. Assistant Professor: GOH.

Materials Science is an interdisciplinary field which combines microscopic physics and chemistry in order to understand and control the properties of materials such as plastics, semiconductors, metals, liquid crystals, and biomaterials. Williams students with an interest in the properties of materials or in pursuing careers in materials science or a variety of engineering disciplines would benefit from following the courses in this program.

Core Course in Materials Science:

Chemistry/Physics 332 Materials Science: The Chemistry and Physics of Materials

Materials Science Studies, Mathematics and Statistics

Related Courses:

Biology 101 The Cell
Chemistry 016 Glass and Glassblowing
Chemistry 156 Organic Chemistry
and Chemistry 251 Organic Chemistry
Chemistry 155 Current Topics in Chemistry
or Chemistry 256 Foundations of Physical and Inorganic Chemistry
Chemistry 335 Inorganic/Organometallic Chemistry
Chemistry 361 Physical Chemistry: Structure and Dynamics
Chemistry/Environmental Studies 364 Instrumental Methods of Analysis
Chemistry 366 Physical Chemistry: Thermodynamics
Geosciences 202 Mineralogy and Geochemistry
Mathematics 209 Differential Equations and Vector Calculus
Mathematics 315 Groups and Characters
Physics 015 Electronics
Physics 201 Electricity and Magnetism
Physics 202 Waves and Optics
Physics/Mathematics 210 Mathematical Methods for Scientists
Physics 301 Quantum Physics
Physics 405T Electromagnetic Theory
Physics 411T Classical Mechanics
Physics 451 Solid State Physics

MATHEMATICS AND STATISTICS (Div. III)

Chair, Professor EDWARD B. BURGER

Professors: ADAMS, O. BEAVER, BURGER, R. DE VEAUX*, GARRITY, V. HILL*, S. JOHN-SON***, MORGAN, SILVA. Associate Professor: LOEPP. Assistant Professors: BOTTS, DEVA-DOSS*, KLINGENBERG, PACELLI, STOICIU, TAPP. Visiting Professor: MERRIS. Visiting Assistant Professor: CRAFT. Visiting Lecturer: STEVENSON.

MAJOR

The major in Mathematics is designed to meet two goals: to introduce some of the central ideas in a variety of areas of mathematics and statistics, and to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning.

Students are urged to consult with the department faculty on choosing courses appropriate to an individualized program of study.

REQUIREMENTS (*nine courses plus colloquium*)

Calculus (two courses)

Mathematics 104 Calculus II
Mathematics 105 or 106 Multivariable Calculus

Except in unusual circumstances, students planning to major in mathematics should complete the calculus sequence (Mathematics 103, 104, 105/106) before the end of the sophomore year, at the latest.

Applied/Discrete Mathematics/Statistics (one course)

Mathematics 209 Differential Equations and Vector Calculus or
Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210)

Mathematics 251 Discrete Mathematics or

Statistics 201 Statistics and Data Analysis or

Statistics 231 Statistical Design of Experiments or

a more advanced elective in discrete or applied mathematics or statistics, with prior departmental approval: Mathematics 305, 306, 315, 361, 375, 433, 452, or any Statistics course 300 or above or an appropriate course from another department as listed in the notes below.

Notes: Mathematics 251 is required in Computer Science, and Mathematics 209 is recommended in other sciences, but double majors should understand that no course may count toward both majors.

Core Courses (three courses)

Mathematics 211 Linear Algebra

Mathematics 301 Real Analysis or Mathematics 305 Applied Real Analysis

Mathematics 312 Abstract Algebra or Mathematics 315 Groups and Characters or Mathematics 317 Applied Abstract Algebra

Completion (three courses plus colloquium)

The Senior Major Course is any 400-level course taken in the senior year. In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Major Course

requirement in the junior year, provided that the student has completed three 300-level mathematics courses before enrolling in the Senior Major Course (if it is a statistics seminar, one of the 300-level courses may be replaced by Statistics 231).

Two electives from courses numbered 300 and above or Statistics 231.

Weekly participation as a senior in the Mathematics Colloquium, in which all senior majors present talks on mathematical or statistical topics of their choice.

NOTES

In some cases, an appropriate course from another department may be substituted for one of the electives, with prior permission of the Mathematics and Statistics Department. In any case, at least eight courses must be taken in mathematics and statistics at Williams. These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements.

APPLIED MATHEMATICS OR OTHER SCIENCES

Students interested in applied mathematics or other sciences should consider Mathematics 209, 210, 251, 305, 306, 315, 323, 342, 354, 361, 433, or Statistics 201, 231, 346, 442, and additional appropriate courses from outside Mathematics and Statistics, including possibilities such as Chemistry 301, Computer Science 256, Computer Science 361, Economics 255, Physics 201, Physics 202, Physics 210 or more advanced physics courses. Students interested in economics should consult the Economics Department.

BUSINESS AND FINANCE

Students interested in careers in business or finance should consider Mathematics 373, as well as courses in statistics and related areas such as Statistics 101, 201, 231, 331, 344, 346, 442, 443. Since these courses address different needs, students should consult with the instructors to determine which seem to be most appropriate for individuals.

ENGINEERING

Students interested in engineering should consider the courses for applied mathematics immediately above, with Mathematics 209 and 305 especially recommended. Williams has exchange and joint programs with good engineering schools. Interested students should consult the section on engineering near the beginning of the *Bulletin* and the Williams pre-engineering advisor for further information.

GRADUATE SCHOOL IN MATHEMATICS

Students interested in continuing their study of mathematics in graduate school should take Mathematics 301 and 312. Mathematics 302 and 324 are strongly recommended. Many of the 400-level courses would be useful, particularly ones that involve algebra and analysis. Honors theses are encouraged. Reading knowledge of a foreign language (French, German, or Russian) is helpful.

STATISTICS AND ACTUARIAL SCIENCE

Students interested in statistics or actuarial science should consider Mathematics 341, Statistics 201, 231, 331, 346, 442 and Economics 255. Additionally, students should consider taking some number of the actuarial exams given by the Society of Actuaries, which can constitute part of an honors program in actuarial studies (see section on honors below).

TEACHING

Students interested in teaching mathematics at the elementary or secondary school level should consider Mathematics 285, 313, 325, 381, Statistics 201 and practice as a tutor or teaching assistant. Winter study courses that provide a teaching practicum are also highly recommended.

THE DEGREE WITH HONORS IN MATHEMATICS/STATISTICS

The degree with honors in Mathematics/Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters and a WSP (031) of independent research, culminating in a thesis and a presentation. Under certain circumstances, the honors work can consist of coordinated study involving a regular course and one semester plus a WSP (030) of independent study, culminating in a "minithesis" and a presentation. At least one semester should be in addition to the major requirements.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries and giving a second colloquium talk. Written work is a possible component.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis, or pursued actuarial honors and written a minithesis. An outstanding student who writes a minithesis, or pursues actuarial honors and writes a paper, might also be considered.

Mathematics and Statistics

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. By the time of registration during spring of the junior year, the student must have requested a faculty member to be honors advisor and must have obtained the department's approval of formal admission to the honors program. Such approval depends on both the record and the promise of the applicant. It is conditional on continuing progress.

The recommendation for honors is usually announced at the end of the spring term. Participation in the honors program does not guarantee a recommendation for honors. The decision is based not only on successful completion of the honors program but also on the merit of the student's overall record in mathematics. If the student completes the program during the fall or winter study, the decision may be announced at the beginning of the spring term, conditional on continuing merit.

ADVANCED PLACEMENT

The Mathematics and Statistics Department attempts to place each student who elects a mathematics course in that course best suited to the student's preparation and goals. The suggested placement in an appropriate calculus course is determined by the results of the Advanced Placement Examination (AB or BC) if the student took one, and any additional available information. A student who receives a 3, 4, or 5 on the BC examination is ordinarily placed in Mathematics 106. A student who receives a 4 or 5 on the AB examination is ordinarily placed in Mathematics 105. A student who receives a 1 or 2 on the BC examination or a 2 or 3 on the AB examination is ordinarily placed in Mathematics 104. Students who have had calculus in high school, whether or not they took the Advanced Placement Examination, are barred from Mathematics 103 unless they obtain permission from the instructor. A student who receives a 4 or 5 on the Statistics AP examination is ordinarily placed in Statistics 231. Students interested in statistics should consult the department for placement. In any event, students registering for mathematics and statistics courses are urged to consult with members of the department concerning appropriate courses and placement. In general, students are encouraged to enroll in the most advanced course for which they are qualified: it is much easier to drop back than to jump forward. The department reserves the right to refuse registration in any course for which the student is determined to be *over-prepared*.

GENERAL REMARKS

Divisional Requirements

All courses may be used to satisfy this requirement.

Alternate Year Courses

Core courses Mathematics 301, 305, 312, and 315 are normally offered every year. Other 300-level courses may be offered in alternate years. Senior seminars (400-level courses) are normally offered every two to four years. Students should check with the department before planning far into the future.

Course Admission

Courses are normally open to all students meeting the prerequisites. Students with questions about the level at which courses are conducted are invited to consult members of the department.

Course Descriptions

Descriptions of the courses in Statistics follow the descriptions of Mathematics courses. More detailed information on all of the offerings in the department is available in the *Informal Guide to Mathematics Courses at Williams* that can be obtained at the departmental office.

Courses Open on a Pass/Fail Basis

Students taking a mathematics or statistics course on a pass/fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken on a pass/fail basis. Permission will not be given to mathematics majors to meet any of the requirements of the major or honors degree on this basis. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass/fail basis.

Graduate School Requirements

An increasing number of graduate and professional schools require mathematics and statistics as a prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

MATHEMATICS COURSES

NOTE: STATISTICS COURSE LISTINGS FOLLOW THE MATHEMATICS COURSE LISTINGS.

MATH 101(F) Mathematical Analysis with Descriptive Statistics

This course is intended to develop quantitative skills for non-science majors. We will cover basic algebra from an applied point of view, including working with formulas and solving for unknowns. We will investigate a variety of ways to model real-world problems. For example, how many handshakes away are you from the president and how is that related to a transportation network? We will look at the mathematics of

equity, including a look at voting theories. We will cover basic finance, including loans and annuities. Finally, we will also cover descriptive statistics, including data analysis, computing with mean/median/variance, data display and contingency tables.

Format: lecture and computer lab. Evaluation will be based primarily on homework, quizzes and/or exams, and computer projects.

Prerequisites: placement by a Quantitative Studies Counselor. *Enrollment limit: (expected: 15).*

Hour: 9:00-9:50 MWF

O. BEAVER

MATH 102(F) Precalculus

This course prepares students for Mathematics 103, first semester calculus. The course begins with a brief review of algebra followed by a thorough treatment of algebraic, logarithmic, and trigonometric functions from a graphical, analytical and applied point of view.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: placement by a Quantitative Studies Counselor or permission of instructor. *Enrollment limit: (expected: 15).*

Hour: 9:00-9:50 MWF

S. JOHNSON

MATH 103(F,S) Calculus I (Q)

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms. This is an introductory course for students who have not seen calculus before. Students who have previously taken a calculus course may not enroll in Mathematics 103 without the permission of instructor.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 101 (or demonstrated proficiency on a diagnostic test; see Mathematics 101).

No enrollment limit (expected: 50-60).

Hour: 10:00-10:50 MWF, 12:00-12:50 MWF

11:20-12:35 TR

First Semester: STEVENSON

Second Semester: O. BEAVER

MATH 104(F,S) Calculus II (Q)

Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before. Students who have received the equivalent of advanced placement of AB 4 or BC 3 may not enroll in Mathematics 104 without the permission of instructor. Students who have higher advanced placement must enroll in Mathematics 105 or above.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 103 or equivalent. *No enrollment limit (expected: 50-70).*

Hour: 8:00-8:50 MWF, 10:00-10:50 MWF, 11:00-11:50 MWF

First Semester: STOICIU, O. BEAVER

Second Semester: SILVA

9:00-9:50 MWF, 10:00-10:50 MWF

MATH 105(F,S) Multivariable Calculus (Q)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations. This course is the right starting point for students who have seen differentiation and integration before. Students with the equivalent of advanced placement of AB 4, BC 3 or above should enroll in Mathematics 105.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 104 or equivalent, such as satisfactory performance on an Advanced Placement Examination. *No enrollment limit (expected: 45).*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF, 11:00-11:50 MWF

8:00-8:50 MWF, 9:00-9:50 MWF

First Semester: ADAMS

Second Semester: TAPP

MATH 106(F) Multivariable Calculus (Q)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and Mathematics 105 is that Mathematics 105 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in Mathematics 106, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether or not Mathematics 105 or Mathematics 106 is appropriate, please consult a member of the math/stat department. Mathematics 106 satisfies any Mathematics 105 prerequisite. Credit will not be given for both Mathematics 105 and Mathematics 106.

Mathematics and Statistics

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: BC 3 or higher or integral calculus with infinite series. *No enrollment limit (expected: 45).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF

GARRITY

MATH 175 Mathematical Politics: Voting, Power, and Conflict (Same as INTR 160) (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math175.html)

PACELLI

MATH 180(F) The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (Q)

What is mathematics? How can it enrich and improve your life? What do mathematicians think about and how do they go about tackling challenging questions? Most people envision mathematicians as people who solve equations or perform arithmetic. In fact, mathematics is an artistic endeavor which requires both imagination and creativity. In this course, we will experience what this is all about by discovering various beautiful branches of mathematics while learning life lessons that will have a positive impact on our lives. There are two meta-goals for this course: (1) a better perspective into mathematics, and (2) sharper analytical reasoning to solve problems (both mathematical and nonmathematical).

Format: lecture/discussion. Evaluation will be based primarily on projects, homework assignments, and exams.

Prerequisites: Mathematics 100/101/102 (or demonstrated proficiency on a diagnostic test—see Mathematics 100) or permission of instructor. *Enrollment limit: 50 (expected: 50). Not open to students who have taken mathematics courses other than Mathematics 100, 101, 102, 103, 170, Statistics 101 without permission of the instructor.*

Hour: 9:00-9:50 MWF

Lab: 2:35-3:25 T, 2:10-3 W

BURGER

MATH 209(S) Differential Equations and Vector Calculus (Q)

Historically, much beautiful mathematics has arisen from attempts to explain heat flow, chemical reactions, biological processes, or magnetic fields. A few ingenious techniques solve a surprisingly large fraction of the associated ordinary and partial differential equations. The mystical Pythagorean fascination with ratios and harmonics is vindicated and applied in Fourier series and integrals. Integrating vectorfields over surfaces applies equally to blood flow, gravity, and differential geometry.

Format: lecture/discussion. Evaluation will be based on problem sets, hour tests, and a final exam.

Prerequisites: Mathematics 105. *No enrollment limit (expected: 31). Students may not normally get credit for both Mathematics 209 and Mathematics/Physics 210.*

Hour: 10:00-10:50 MWF

GARRITY

MATH 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)

(See under Physics for full description.)

MATH 211(F,S) Linear Algebra (Q)

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Format: lecture. Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 105 or 209 or 210 or 251, or Statistics 201. *No enrollment limit (expected: 35-70).*

Hour: 8:00-8:50 MWF, 9:00-9:50 MWF

9:00-9:50 MWF, 10:00-10:50 MWF

First Semester: LOEPP

Second Semester: STOICIU

MATH 211T(F) Mathematical Reasoning and Linear Algebra (Q)

This tutorial aims to develop students' problem-solving and proof-writing techniques in mathematics through the use of linear algebra. It is also an introduction to linear algebra, with an emphasis on its conceptual development and the beauty of its mathematical structure. There will be weekly assignments requiring clearly written proofs of theorems and facts in linear algebra, and expecting the level of independent study of a tutorial. The topics to be covered are matrices, vector spaces, linear independence, linear transformations, orthonormal bases, inner product spaces, and some applications such as fractals and linear regression.

Note: This course fulfills the same requirements as Mathematics 211 but credit will not be given for both Mathematics 211T and Mathematics 211.

Format: tutorial. Evaluation will be based on presentations, problem assignments and exams.

Prerequisites: Mathematics 105 or 251 or equivalent; permission of instructor is required for all students. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

SILVA

MATH 251(F,S) Discrete Mathematics (Q)

As a complement to calculus, which is the study of continuous processes, this course focuses on the discrete, including finite sets and structures, their properties and applications. Topics will include basic set

theory, infinity, graph theory, logic, counting, recursion, and functions. The course serves as an introduction not only to these and other topics but also to the methods and styles of mathematical proof.

Format: lecture/discussion. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 104 or Mathematics 103 with Computer Science 134 or one year of high school calculus with permission of instructor. *No enrollment limit (expected: 20).*

Hour: 10:00-10:50 MWF

11:20-12:35 TR

First Semester: TAPP

Second Semester: MORGAN

MATH 251T(F) Introduction to Mathematical Proof and Argumentation (Q)

The fundamental focus of this tutorial is for students to acquire the ability to create and clearly express mathematical arguments through an exploration of topics from discrete mathematics. Students will learn various mathematical proof techniques while discovering such areas as logic, number theory, infinity, geometry, graph theory, and probability. Our goal is not only to gain an understanding and appreciation of interesting and important areas of mathematics but also to develop and critically analyze original mathematical ideas and argumentation. Note: this course fulfills the same requirements as does Mathematics 251 but credit will not be given for both Mathematics 251T and Mathematics 251.

Format: tutorial. Evaluation will be based primarily on performance on written work, oral presentations, and examinations.

Prerequisites: Mathematics 104 or Mathematics 103 with Computer Science 134 or one year of high school calculus with permission of instructor. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

PACELLI

MATH 285T(F) Teaching Mathematics (Q)

Under faculty supervision, student-teachers will prepare and conduct scheduled weekly extra sessions for Mathematics 180, for smaller, assigned groups of students. For these sessions they will prepare presentations, assign and grade homework, and answer questions on the course material and on the homework. They will be available to their students outside of class, attend and assist at Mathematics 180 lectures (3 hours a week), and visit and evaluate each other's sessions. There is a weekly meeting, for an hour or two, including organizational matters, deeper study of the mathematics discussed, and practical teaching skills. There will be assigned readings, discussion, drills, and weekly homework or papers.

Format: tutorial/teaching. Evaluation will be based on the overall teaching activity, responsibility, participation in the tutorial and other meetings, homework and papers.

Prerequisites: permission of instructor early in the previous Spring. *Enrollment limit: 6 (expected: 4).*

Hour: 9:00-9:50 MWF

Lab: 2:35-3:25 T, 2:10-3 W

BURGER

MATH 301(F) Real Analysis (Q)

Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.

Format: lecture/discussion. Evaluation will be based on homework, classwork, and exams.

Prerequisites: Mathematics 105 and 211, or permission of instructor. *No enrollment limit (expected: 35).*

Hour: 8:00-8:50 MWF

TAPP

MATH 302 Complex Analysis (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math302.html)

MATH 305(S) Applied Real Analysis (Q)

Real analysis or the theory of calculus-derivatives, integrals, continuity, convergence-starts with a deeper understanding of real numbers and limits. Applications in the calculus of variations or "infinite-dimensional calculus" include geodesics, harmonic functions, minimal surfaces, Hamilton's action and Lagrange's equations, optimal economic strategies, nonEuclidean geometry, and general relativity.

Format: lecture. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 105 and 211, or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 11:00-11:50 MWF

MORGAN

MATH 306(F) Chaos and Fractals (Q)

This course is an introduction to chaotic dynamical systems. The topics will include bifurcations, the quadratic family, symbolic dynamics, chaos, dynamics of linear systems, and some complex dynamics.

Format: lecture. Evaluation will be based on performance on homework and exams.

Prerequisites: Mathematics 211. *No enrollment limit (expected: 15).*

Hour: 10:00-10:50 MWF

SILVA

MATH 307(S) Methods in Mathematical Modeling and Operations Research (Q)

Operations research offers powerful mathematical tools for modeling, optimizing, and making decisions under uncertainty. The aim of the course is to introduce methods and show their applications to real world problems. This course will focus on optimization techniques, including linear programming and integer programming. Departing from the deterministic realm, we will discuss dynamic programming, statistical machine learning, and epidemiological modeling. Applications will be drawn largely from cancer treatment planning, the instructor's current area of research.

Mathematics and Statistics

Format: lecture. Evaluation will be based on performance on homework and exams.

Prerequisites: Mathematics 211. *No enrollment limit (expected: 20).*

Hour: 11:20-12:35 TR

CRAFT

MATH 312(S) Abstract Algebra (Q)

Algebra gives us the tools to solve equations. Sets such as the integers or real numbers have special properties which make algebra work or not work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study the abstract algebraic structures called groups, rings and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions.

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisites: Mathematics 211 and one or more of the following: Mathematics 209, 251 or Statistics 201, or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF

PACELLI

MATH 313(F) Introduction to Number Theory (Q)

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer.

Evaluation will be based primarily on performance on homework, projects, and exams.

Prerequisites: Mathematics 211 or 251, or permission of instructor. *Students cannot enroll in both Mathematics 313 and 313T.*

Hour: 12:00-12:50 MWF

PACELLI

MATH 313T(S) Explorations in Number Theory and Geometry (Q)

The main goal of this tutorial is for students to discover some beautiful topics of number theory and their connections with geometry. Here we will explore how the rational numbers sit within the real number line and how geometric observations lead to number theoretic insights. We will also introduce elliptic curves and consider the fundamental algebraic issues surrounding them. Our objective is not only to develop an understanding and appreciation of interesting areas of number theory but also to create and critically analyze original mathematical ideas.

Format: Tutorial. Evaluation will be based primarily on performance on written work, oral presentations, and examinations.

Prerequisites: permission of instructor (no number theory background required). *Enrollment limit: 10 (expected: 10). Students cannot enroll in both Mathematics 313 and 313T.*

Tutorial meetings to be arranged.

BURGER

MATH 314 Polynomial Arithmetic (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math314.html)

PACELLI

MATH 315 Groups and Characters (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math315.html)

V. HILL

MATH 316 Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Physics 316) (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math316.html)

WOOTTERS and LOEPP

MATH 317(F) Applied Abstract Algebra (Q)

The abstract algebraic structures called groups, rings and fields have proven to have surprisingly many applications. For example, groups have been used to build secure cryptosystems and to study the symmetry of molecules. We will study the abstract properties of groups, rings and fields and then study several applications of this theory. Possible topics include cryptography, puzzles, error correcting codes, computer software applications, symmetry, tiling, networks, and grobner bases.

Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 211 and one or more of the following: Mathematics 209, 251 or Statistics 201 or permission of the instructor.

Hour: 10:00-10:50 MWF

LOEPP

MATH 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and Physics 319) (Q)

(See under Biology for full description.)

This course does not count towards the major in Mathematics.

MATH 321 Knot Theory (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math321.html)

DEVADOSS

MATH 322 Differential Geometry (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math322.html)

MORGAN

MATH 323 Applied Topology (*Not offered 2005-2006; to be offered 2006-2007*) (Q)
(www.williams.edu/Registrar/catalog/depts/math/math323.html) ADAMS

MATH 324T(F) Topology (Q)

Topology is the study of when one geometric object can be continuously deformed and twisted into another object. Determining when two objects are topologically the same is incredibly difficult and is still the subject of a tremendous amount of research, including current work on the Poincare Conjecture, one of the million-dollar millennium-prize problems. The first part of the course on "Point-set Topology" establishes a framework based on "open sets" for studying continuity and compactness in very general spaces. The second part on "Homotopy Theory" develops refined methods for determining when objects are the same. We will prove for example that you cannot twist a basketball into a doughnut.

Format: lecture/discussion. Evaluation will be based on homework, classwork, and exams. Prerequisites: Mathematics 301, or permission of instructor and Mathematics 305 or 312. Not open to students who have taken Mathematics 323. *Enrollment limit: 10 (expected 10).*

Tutorial meetings to be arranged. MORGAN

MATH 327 Geodetic Surfaces (*Not offered 2005-2006; to be offered 2006-2007*) (Q)
(www.williams.edu/Registrar/catalog/depts/math/math327.html) DEVAOSS

MATH 327T(S) Tiling Theory (Q)

Since humankind first utilized stones and bricks to create floors, tiling has been a part of civilization. Practitioners include artists, engineers, designers, architects, crystallographers, scientists and mathematicians. This course will be an investigation into the mathematical theory of tiling. We will focus on tilings of the plane, including topics such as the symmetry groups of tilings, the topology of tilings, the ergodic theory of tilings, the classification of tilings and the aperiodic Penrose tilings. We will be able to see how algebra can be utilized to solve a variety of tiling problems. We will also look at knotted tilings in higher dimensions. In addition to several books on the subject, we will work from current research papers.

Format: tutorial. Evaluation will be based on presentations, problem assignments and exams. Prerequisite: Mathematics 211, and Mathematics 312 or Mathematics 315. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged. ADAMS

MATH 335T Biological Modeling with Differential Equations (Same as Biology 235T) (*Not offered 2005-2006; to be offered 2006-2007*) (Q)
(www.williams.edu/Registrar/catalog/depts/math/math335.html) S. JOHNSON

MATH 341 Probability (*Not offered 2005-2006; to be offered 2006-2007*) (Q)
(www.williams.edu/Registrar/catalog/depts/math/math341.html) O. BEAVER

MATH 352(S) Combinatorics (Q)

An advanced course in discrete mathematics (see Mathematics 251) with emphasis on counting and finite structures. Counting techniques will include generalized binomial coefficients, inclusion/exclusion, generating functions, partitions and Stirling numbers, and Polya counting. Structures studied will be drawn from: graphs and digraphs, networks, designs, posets and lattices, possibly with applications to the physical and social sciences. The theory will be developed with an emphasis on problem solving and independent work. Evaluation will be based primarily on performance on problem sets and exams.

Prerequisites: Mathematics 211. *No enrollment limit (expected: 20).*

Hour: 9:00-9:50 MWF

MERRIS

MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)
(See under Computer Science for full description.)

MATH 373(F) Investment Mathematics (Q)

Over the years financial instruments have grown from stocks and bonds to numerous derivatives, such as options to buy and sell at future dates under certain conditions. The 1997 Nobel Prize in Economics was awarded to Robert Merton and Myron Scholes for their Black-Scholes model of the value of financial instruments. This course will study deterministic and random models, futures, options, the Black-Scholes Equation, and additional topics.

Format: lecture/discussion. Evaluation will be based on homework, classwork, and exams.

Prerequisites: Mathematics 211 or permission of instructor. *No enrollment limit (expected: 20).*

Hour: 11:00-11:50 MWF

MORGAN

MATH 375 Game Theory (*Not offered 2005-2006; to be offered 2006-2007*) (Q)
(www.williams.edu/Registrar/catalog/depts/math/math375.html) S. JOHNSON

MATH 397(F), 398(S), 497(F), 498(S) Independent Study

Directed independent study in Mathematics.

Prerequisites: permission of the department.

Members of the Department

MATH 401(F) Functional Analysis with Applications to Mathematical Physics (Q)

Functional analysis can be viewed as linear algebra on infinite dimensional spaces. It is a beautiful and classical area of mathematics and it also provides the rigorous mathematical background for some areas of

Mathematics and Statistics

theoretical physics (especially quantum mechanics). We will introduce infinite-dimensional spaces (Banach and Hilbert spaces) and study their properties. These spaces are often spaces of functions (for example, the space of square integrable functions). We will consider linear operators on Hilbert spaces and we will study their spectral properties. A special attention will be dedicated to various operators arising from mathematical physics—especially the Schrödinger operator.

Format: lecture. Evaluation will be based on homeworks and exams.

Prerequisites: Mathematics 301 or 305 or permission of instructor. *No enrollment limit (expected: 15).*

Hour: 9:00-9:50 MWF

STOICIU

MATH 402(S) Measure Theory and Probability (Q)

The study of measure theory arose from the study of stochastic (probabilistic) systems. Applications of measure theory lie in biology, chemistry, physics as well as in economics. In this course, we develop the abstract concepts of measure theory and ground them in probability spaces. Included will be Lebesgue and Borel measures, measurable functions (random variables). Lebesgue integration, distributions, independence, convergence and limit theorems. This material provides good preparation for graduate studies in mathematics, statistics and economics.

Evaluation will be based primarily on performance on homework assignments and exams.

Prerequisites: Mathematics 301 or 305 or permission of instructor.

Hour: 9:55-11:10 TR

O. BEAVER

MATH 403 Irrationality and Transcendence (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math403.html)

BURGER

MATH 404T Ergodic Theory (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math404.html)

SILVA

MATH 411(S) Commutative Algebra (Q)

Commutative algebra has applications ranging from algebraic geometry to coding theory. For example, one can use commutative algebra to create error correcting codes. It is perhaps most often used, however, to study curves and surfaces in different spaces. To understand these structures, one must study polynomial rings over fields. This course will be an introduction to commutative algebra. Possible topics include polynomial rings, localizations, primary decomposition, completions, and modules.

Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 312 or 317 or permission of the instructor. *No enrollment limit (expected: 15).*

Hour: 9:00-9:50 MWF

LOEPP

MATH 413 An Introduction to p -Adic Analysis (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math413.html)

BURGER

MATH 414 Galois Theory (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math414.html)

PACELLI

MATH 415 Geometric Group Theory (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math415.html)

DEVADOSS

MATH 416T Diophantine Analysis (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math416.html)

BURGER

MATH 417 Algebraic Error-Correcting Codes (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math417.html)

LOEPP

MATH 418 Matrix Groups (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math418.html)

TAPP

MATH 421 Algebraic Geometry (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math421.html)

GARRITY

MATH 425 Riemannian Geometry (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math425.html)

MORGAN

MATH 426 Hyperbolic 3-Manifolds (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math426.html)

ADAMS

MATH 433(F) Mathematical Modeling and Control Theory (Q)

Mathematical modeling is concerned with translating a natural phenomenon into a mathematical form. In this abstract form the underlying principles of the phenomenon can be carefully examined and real-world behavior can be interpreted in terms of mathematical shapes. The models we investigate include feedback phenomena, phase locked oscillators, multiple population dynamics, reaction-diffusion equations, shock waves, morphogenesis, and the spread of pollution, forest fires, and diseases. Often the natural phenomenon has some aspect we can control—such as how much pollution, electric charge, or chemotherapeutic agent we put into a river, circuit, or cancer patient. We will investigate how to operate such controls in order to achieve a specific goal or optimize some interpretation of performance. We will

employ tools from the fields of differential equations and dynamical systems. The course is intended for students in the mathematical, physical, and chemical sciences, as well as for students who are seriously interested in the mathematical aspects of physiology, economics, geology, biology, and environmental studies.

Format: lecture. Evaluation will be based primarily on performance of problem sets and exams.

Prerequisites: Mathematics 209 or Physics 210 and Mathematics 301 or 305 or permission of instructor.

No enrollment limit (expected: 12).

Hour: 10:00-10:50 MWF

S. JOHNSON

MATH 452 Combinatorics (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math452.html)

MATH 454 Graph Theory with Applications (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/math/math454.html)

MATH W30 Senior Project

Taken by candidates for honors in Mathematics other than by thesis route.

MATH 493(F)-W31-494(S) Senior Honors Thesis

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

MATH 499(F,S) Senior Colloquium

Meets every week for two hours both fall and spring. Senior majors must participate at least one hour a week. This colloquium is in addition to the regular four semester-courses taken by all students.

Members of the Department

STATISTICS COURSES

STAT 101(F,S) Elementary Statistics and Data Analysis (Q)

It is nearly impossible to live in the world today without being inundated with data. Even the most popular newspapers feature statistics to catch the eye of the passerby, and sports broadcasters overwhelm the listener with arcane statistics. How do we learn to recognize dishonest or even unintentionally distorted representations of quantitative information? How are we to reconcile two medical studies with seemingly contradictory conclusions? How many observations do we need in order to make a decision? It is the purpose of this course to develop an appreciation for and an understanding of the interpretation of data. We will become familiar with the standard tools of statistical inference including the t-test, the analysis of variance, and regression, as well as exploratory data techniques. Applications will come from the real world that we all live in.

Format: lecture. Evaluation will be based primarily on performances on quizzes and exams.

Prerequisites: Mathematics 100/101/102 (or demonstrated proficiency on a diagnostic test; see Mathematics 100). Students who have had calculus, and potential Mathematics majors should consider taking Statistics 201 instead. Enrollment limit: 50 (expected: 40). Not open for major credit to junior or senior Mathematics majors.

Hour: 8:30-9:45 TR, 11:20-12:35 TR

8:30-9:45 TR, 8:00-8:50 MWF

First Semester: CRAFT

Second Semester: CRAFT, KLINGENBERG

STAT 201(F,S) Statistics and Data Analysis (Q)

Statistics can be viewed as the art (science?) of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as the t-test, analysis of variance and linear regression as well as exploratory and graphical data analysis techniques.

Format: lecture. Evaluation will be based primarily on performance on quizzes and exams.

Prerequisites: Mathematics 105 or equivalent. Students without any calculus background should consider Statistics 101 instead. Enrollment limit: 45 (expected: 45).

Hour: 10:00-10:50 MWF, 12:00-12:50 MWF

10:00-10:50 MWF, 12:00-12:50 MWF

First Semester: BOTTS, KLINGENBERG

Second Semester: BOTTS, KLINGENBERG

STAT 231T Statistical Design of Experiments (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/stat/stat231.html)

R. DEVEAUX

STAT 331 Statistical Design of Experiments (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/stat/stat331.html)

R. DEVEAUX

STAT 346(S) Regression and Forecasting (Q)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. The main focus will be on multiple regression as a technique for doing this.

Mathematics and Statistics, Music

Through no fault of its own, regression analysis has perhaps the most used of all data analysis methods. We will study both the mathematics of regression analysis and its applications, including a discussion of the limits to such analyses. The applications will range from predicting the quality of a vintage of Bordeaux wine from the weather to forecasting stock prices, and will come from a broad range of disciplines.

Format: lecture. Evaluation will be based primarily on performance on the project, homework, and exams. Prerequisites: Statistics 101 or 201, and Mathematics 105 and 211; or permission of instructor. *No enrollment limit (expected: 10).*

Hour: 9:00-9:50 MWF

BOTTS

STAT 358T(F) Introduction to Biostatistics (Q)

This course discusses statistical methods and models useful in the biological sciences. It will briefly review methods of inference for continuous data and then cover topics in discrete data analysis such as logistic regression and exact inference for proportions. The second part of the course deals with the analysis of time-to-event or survival data. Topics include discussion and modeling of the hazard and survivor function through the Kaplan-Meier method and through the proportional hazard model. All methods will be implemented using a statistical software package.

Format: tutorial. Evaluation will be based primarily on performance on written work, oral presentations, and projects.

Prerequisites: Statistics 201 or permission of instructor. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

KLINGENBERG

STAT 421 Introduction to Categorical Data Analysis (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/stat/stat421.html)

STAT 441(F) Bayesian Statistics (Q)

The probability of an event can be defined in two ways: (1) the long-run frequency of the event, or (2) the belief that the event will occur. Classical statistical inference is built on the first definition given above, while Bayesian statistical inference is built on the second. This course will introduce the student to methods in Bayesian statistics. Topics covered include: prior distributions, posterior distributions, conjugacy, and Bayesian inference in single-parameter, multi-parameter, and hierarchical models. The computational issues associated with each of these topics will also be discussed.

Format: lecture. Evaluation will be based on homework, exams, and a final project.

Prerequisite: Statistics 201, or permission of instructor. *No enrollment limit (expected: 15).*

Hour: 8:00-8:50 MWF

BOTTS

STAT 442 Computational Statistics and Data Mining (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/stat/stat442.html)

R. DEVEAUX

MUSIC (Div. I)

Chair, Professor DAVID KECHLEY (*First Semester*)

Acting Chair, Associate Professor W. ANTHONY SHEPPARD (*Second Semester*)

Professors: BLOXAM**, E.D. BROWN, D. KECHLEY***. Associate Professor: W. A. SHEPPARD. Assistant Professors: E. GOLLIN, M. HIRSCH, PEREZ VELAZQUEZ. Visiting Assistant Professor: HOFFENBERG. Lyell B. Clay Artist in Residence and Director of Jazz Activities/Senior Lecturer in Music: JAFFE. Artist in Residence in Choral and Vocal Activities/Lecturer in Music: B. WELLS*. Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music: FELDMAN. Artists in Residence: STEVENSON (piano), KURKOWICZ (violin). Ensemble Directors: BODNER (Symphonic Winds, classical saxophone, Musicianship Skills Lab), M. JENKINS (Marching Band), J. KECHLEY (Flute Choir, flute), MARTULA (Clarinet Choir, clarinet), MENEGON (Jazz Combo, jazz bass), SUNDBERG (Brass Ensemble, trumpet), S. WALT (Woodwind Chamber Music, bassoon). Individual Instructors: AGYAPON (African drumming), ATHERTON, (trombone, low brass), L. BAKER (bass), HEBERT (flute), HOLMES (jazz drums, jazz trumpet), C. JENKINS (oboe), K. KIBLER (voice), EDWIN LAWRENCE (piano, organ, harpsichord, Musicianship Skills Lab), ERIK LAWRENCE (jazz saxophone), MORSE (harp), NAZARENKO (jazz piano), PANDOLFI (horn), PARKE (cello), PHELPS (guitar), ROIGER (jazz vocal), RYER-PARKE (voice), KRISHNASWAMI (violin, viola), M. WALT (voice), WRIGHT (piano).

MAJOR

Sequence Courses

Music 103, 104 Music Theory and Musicianship I

Music 201, 202 Music Theory and Musicianship II

Music 207, 208, 209 Music in History I, Music in History II, and Music in History III

Music 402 Senior Seminar in Music

Elective Courses

An additional year or two semester courses in music, to be selected from the following:

Group A: any Music 106-Music 141 course, including direct supervision by instructor in supplementary readings, assignments, papers, and other projects appropriate for the Music major.

Group B: Music 203T, 204T, 211, 212, 213, 245T, 301, 305, 306, 308, 325, 326, 407, 408, 427, 428.

Department strongly recommends that students elect at least one course from each group.

It is strongly recommended that prospective majors complete Music 103, 104, 201, 202, and 207 by the end of the sophomore year.

Performance and Concert Requirements

Music majors are encouraged to participate in departmental ensembles throughout their careers at Williams; i.e., for eight semesters. Majors are required to participate in departmental ensembles for at least four semesters. The student must petition to meet this requirement in an alternative way. Music majors are also expected to attend departmentally-sponsored concerts.

Foreign Languages

Music majors are strongly urged to take courses in at least one foreign language while at Williams.

Musicianship Skills

Music majors are strongly urged to maintain, refine and improve their musicianship skills, such as sight-singing, score reading, melodic and harmonic dictation, and keyboard proficiency, throughout their entire Williams career.

THE DEGREE WITH HONORS IN MUSIC

Three routes toward honors and highest honors are possible in the Music major:

- Composition:* A Composition thesis must include one major work completed during the senior year, a portfolio of smaller works completed during the junior and senior years, and a 10- to 15-page discussion of the student's work.
- Performance:* A Performance thesis must include an honors recital given during the spring of the senior year and a 15- to 20-page discussion of a selection of the works performed. The student's general performance career will also be considered in determining honors.
- History, Theory and Analysis, or Ethnomusicology:* A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length and an oral presentation based on the thesis is required. A written thesis should offer new insights based on original research.

To be admitted to the honors program, a student must have at least a 3.3 GPA in Music courses (this GPA must be maintained in order to receive honors), and have demonstrated ability and experience through coursework and performance in the proposed thesis area. A 1- to 2-page application to the honors program, written in consultation with a faculty member, must be made to the chair of Music before or during spring registration in the junior year.

Honors candidates must enroll in Music 493(F)-W31-494(S) during their senior year. A student who is highly qualified for honors work, but who, for compelling reasons, is unable to pursue a year-long project, may petition the department for permission to pursue a thesis over one semester and the winter study term. If granted, the standards for evaluating the thesis in such exceptional cases would be identical to those that apply to year-long honors projects. Final submission of the thesis must be made to the Music Department by April 15 of the senior year. The department's decision to award honors will be based on the quality of the thesis.

LESSONS

Courses involving individual vocal or instrumental instruction involve extra fees which are subsidized by the department. (See Music 251-258 and Studies in the Musical Art 325, 326, 427, 428). For further information contact the Department of Music.

Students considering a major in music should enroll in Music 103 and 104.

Descriptions of the following courses are listed numerically within the course listings.

THEORY AND MUSICIANSHIP

MUS 103	Music Theory and Musicianship I
MUS 104	Music Theory and Musicianship I
MUS 201	Music Theory and Musicianship II
MUS 202	Music Theory and Musicianship II
MUS 245	Music Analysis: Music with Text
MUS 301	An Introduction to Modal and Tonal Counterpart
MUS 308	Orchestration and Instrumentation

COMPOSITION (See the first course number in the sequence for course description.)

MUS 203T, 204T	Composition I and II
MUS 305, 306, 407, 408	Composition III, IV, V and VI

Music

SPECIAL STUDIES IN THE MUSICAL ART (See the first course number in the sequence for course description.)

MUS 325, 326, 427, 428 Musical Studies

100-LEVEL COURSES

MUS 101(S) Listening to Music: An Introduction

Intended for non-major students with little or no formal training.

When you listen to music—on the radio, on a CD, at a concert—how much do you really hear? This course has two goals: to refine listening skills, thus increasing the student's understanding and enjoyment of music, while at the same time providing a survey of the major composers and musical styles of the Western classical repertory to be encountered in concert halls today. Students will be introduced to music from the Baroque, Classical, Romantic, and Modern periods, including works by composers such as Bach, Mozart, Beethoven, Brahms, Mahler, and Stravinsky. Genres to be covered include the symphony, chamber music, opera, song, and choral music. Attendance at selected concerts on campus required.

Evaluation will be based on two tests, two concert reports, and a final exam.

No prerequisites. *Enrollment limit: 40.*

Hour: 10:00-10:50 MWF

M. HIRSCH

MUS 102(F) Fundamentals of Music

A course in musical rudiments. Through a variety of exercises and projects, students will develop an understanding of pitch, scales, triads, rhythm, meter, and notation—materials that form the foundation of Western art and popular musics. Students by the end of the course will have begun the study of basic four-part harmony. The course has a musicianship component: students attend an aural skills and sight-singing lab in addition to lectures.

Format: 2 weekly lectures and a weekly lab meeting. Evaluation will be based on quizzes and a final exam.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference based on music reading proficiency.*

Hour: 8:30-9:45 TR

Lab: 8-8:50 W, 9-9:50 W

BODNER

MUS 103(F) Music Theory and Musicianship I

Music 103 and 104 are designed for potential majors and for students with strong instrumental or vocal backgrounds. Although there is no prerequisite for Music 103, students are expected to have some knowledge of musical rudiments, reading proficiency in at least one clef, and ideally have some comfort reading both bass and treble clefs. A short diagnostic exam will be administered at the first class meeting of Music 103 to assess students' skills and background, and determine if a student requires any additional remedial work to complement and fortify course work during the early weeks of the semester. Students with a strong background in music theory may take a placement exam during First Days to see whether they can pass out of one or both semesters. Music 103 and 104 are required for the music major.

Music 103 presents the materials, structures and procedures of tonal music, with an emphasis on the harmonic and contrapuntal practice of the baroque and classical periods (ca. 1650-1825).

Music 103 explores triadic harmony, voice leading, and counterpoint with an emphasis on the chorale style of J.S. Bach and his predecessors. Keyboard harmony and figured bass exercises, sight singing, dictation, analysis of repertoire, written exercises and emulation projects will develop both an intellectual and an aural understanding of music of the period. Projects include the harmonization of chorale melodies, the arrangement of classical period minuets and the composition of a dice game minuet.

Format: lecture two days a week; a conference meeting one day a week; keyboard/musicianship skills lab meeting once a week. Evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects.

Enrollment limit: 15 per section.

Hour: 8:30-9:45 TR, 11:20-12:35 TR

Lab: 9-9:50 MWF, 10-10:50 MWF, 11-11:50 MWF, 12-12:50 MWF

E. GOLLIN (lectures); LAWRENCE (labs)

MUS 104(S) Music Theory and Musicianship I

Music 104 continues the practical musicianship work of Music 103, while expanding the scope of harmonic topics to include seventh chords and chromatic harmony. Music 104 further explores the transformation of chorale harmony in contrapuntal works of the eighteenth century. Projects include the composition and performance of preludes, fugues and organ chorale preludes on baroque models.

Format: lecture two days a week; a conference meeting one day a week; ear training/keyboard skills lab meeting twice a week. Evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects.

Prerequisite: Music 103. *Enrollment limit: 24.*

Hour: 11:20-12:35 TR

Lab: 9-9:50 MWF, 10-10:50 MWF, 11-11:50 MWF

E. GOLLIN (lecture); BODNER and LAWRENCE (labs)

NOTE: *Prerequisites for Music 106 through 141*

For each course, varying degrees of musical experience are necessary. Students may consult with the instructor or simply attend the first class meeting. (Successful completion of Music 101 automatically qualifies the student for Music 106 through 141.)

MUS 106(S) Opera

An introduction to the history of opera, from the genre's birth c. 1600 to the present. At various points in its 400-year development, opera has been considered the highest synthesis of the arts, a vehicle for the social elite, or a form of popular entertainment. Opera's position in European cultural history will be a primary focus of our inquiry. We will also study the intriguing relationship between text and music, aspects of performance and production, and the artistic and social conventions of the operatic world. The multidimensional nature of opera invites a variety of analytical and critical perspectives, including those of music analysis, literary studies, feminist interpretations, and political and sociological approaches. Works to be considered include operas by Monteverdi, Lully, Charpentier, Handel, Gluck, Mozart, Rossini, Donizetti, Verdi, Wagner, Bizet, Puccini, Strauss, Berg, Britten, and Glass. This course may involve a trip to the Metropolitan Opera.

Format: lecture/discussion. Evaluation will be based on a midterm, a brief paper, a 10-page paper, and a final exam.

No prerequisites. *Enrollment limit: 35.*

Hour: 1:10-2:25 MR

W. A. SHEPPARD

MUS 107 Verdi and Wagner (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus107.html)

MUS 108 The Symphony (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus108.html)

MUS 109 Music for Orchestra (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus109.html)

MUS 110 Chamber Music (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus110.html)

MUS 111 Popular Music: Revolutions in the History of Rock (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/mus/mus111.html)

W. A. SHEPPARD

MUS 112(F) Words and Music in the 60s and 70s (Same as English 243 and INTR 165)

(See under IPECS—INTR 165 for full description.)

W. A. SHEPPARD and R. BELL

MUS 114 American Music (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus114.html)

M. HIRSCH

MUS 115 Introduction to Twentieth-Century Music (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus115.html)

W. A. SHEPPARD

MUS 116 Music in Modernism (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/mus/mus116.html)

W. A. SHEPPARD

MUS 117(F) Mozart

This course will examine the extraordinary life and musical genius of Wolfgang Amadeus Mozart. Through guided listening, students will gain appreciation of Mozart's classical compositional style and its timeless appeal. The class will explore Mozart's pivotal position as a musician in Viennese society; his strange combination of bawdy behavior and sublime artistry; his relationship with his domineering father, as well as with Haydn, Beethoven, and Salieri; and the myths about Mozart that have sprung up in the two centuries since his death.

Evaluation will be based on class participation, listening quizzes, several short papers, and a final exam.

No prerequisites. *Enrollment limit: 19.*

Hour: 1:10-2:25 MR

M. HIRSCH

MUS 118 Bach (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus118.html)

BLOXAM

MUS 119 Concerto (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus119.html)

MUS 120 Beethoven (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus120.html)

MUS 122 African-American Music (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/mus/mus122.html)

E. BROWN

MUS 123(F) Music Technology I

Designed for students with some music background who wish to learn basic principles of Musical Technology and practical use of current software and hardware. Topics include acoustics, MIDI sequencing, digital recording and editing, sampling, analog and digital synthesis, digital signal processing, and instrument design. Lectures will provide technical explanations on those topics covered in class and an historical overview of electronic music.

Format: lecture. Evaluation will be based on weekly assignments, a midterm exam, and a final project.

Music

Some background in acoustics/physics is desirable. Students will be required to attend one skills lab per week.

Prerequisites: knowledge of and proficiency with musical notation is required. *Enrollment limit: 12 (due to the limitations of the electronic music studio facility). Preference given to Music majors or potential Music majors, first-year students and sophomores, and students with experience in related fields.*

Hour: 10:00-10:50 MWF

PEREZ VELAZQUEZ

MUS 125 Music Cultures of the World (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/mus/mus125.html)

E. D. BROWN

MUS 126 Musics of Asia (Not offered 2005-2006)*

(www.williams.edu/Registrar/catalog/depts/mus/mus126.html)

W. A. SHEPPARD

MUS 130(S) History of Jazz*

This course surveys the history of jazz from its origins to the present. Emphasis is on the relationship between music and the social experience of African Americans, the aesthetics of jazz, and the on-going relationship between jazz and the music of Africa and the African diaspora.

No prior musical experience required, but students without musical backgrounds *must* learn a vocabulary of terms for describing musical sound. There will be an emphasis on listening.

Hour: 8:30-9:45 TR

E. D. BROWN

MUS 131 Gender, Class, and Race in Western Musical Society (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus131.html)

BLOXAM

MUS 132(F) Women and Music

This course will introduce students to various issues concerning women in music (classical and popular): e.g., the widespread perception that there are no “great” female composers, the claim that there is a “women’s sound” in music, the representation of women in music by men, the gendered understanding of musical forms, genres, and techniques, the historical spheres of women’s music-making, and the challenges faced by female musicians in various social contexts from the Middle Ages to the present. The class will explore women’s contributions to music as composers, performers, teachers, patrons, and scholars.

Evaluation based on class participation, two papers, a class presentation, and a final exam.

No prerequisites. *Enrollment limit: 19.*

Hour: 10:00-10:50 MWF

M. HIRSCH

MUS 133 Men, Women, and Pianos (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus133.html)

BLOXAM

MUS 134 Music and Ritual (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus134.html)

BLOXAM

MUS 135 Isn’t it Good, Norwegian Wood?: Storytelling in Music (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus135.html)

BLOXAM and M. HIRSCH

MUS 136 Bach and Handel: Their Music in High Baroque Culture (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus136.html)

BLOXAM

MUS 138 Sibyl of the Rhine: The Life and Times of Hildegard of Bingen (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus138.html)

BLOXAM

MUS 140(F) Introduction to the Music of Duke Ellington

This course will survey the career and compositional style of Edward Kennedy (Duke) Ellington (1899-1974). Students will learn to listen to and analyze music from throughout Ellington’s five-decade career as a bandleader, composer, arranger, and writer. Particular emphasis will be placed on development of aural analysis skills, in terms of form, style, orchestration, and the ability to identify the individual sounds of key Ellingtonian soloists. Ellington’s importance as a key figure in American cultural history, and the relationships between his music and parallel stylistic developments and influences from both within and outside of the jazz tradition will also be discussed.

Requirements: weekly listening and reading assignments, one biographical paper examining the career of an Ellingtonian, as well as participation in a group presentation to the class of one of Ellington’s extended works; midterm and final exams will also be given.

Enrollment limit: 25.

Hour: 11:20-12:35 TR

JAFFE

MUS 141 Introduction to the Music of John Coltrane (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus141.html)

JAFFE

200-LEVEL COURSES

MUS 201(F) Music Theory and Musicianship II

Music 201 continues to greater degrees the study of music techniques from the common practice period by means of analysis, composition, written exercises, sight-singing, keyboard application and dictation. We will expand our understanding of chromaticism. We will learn how chromaticism is used as a voice-leading tool, and how it participates in music events at deeper levels of the structure. We will learn about innovations that occurred from the early XIX c through the beginning of the XX c and will trace the origins for these new harmonic tendencies. We will also learn how composers create larger formal structures.

Format: three lectures and two skills lab-sessions per week.

Prerequisites: Music 104. *Enrollment limit: 15.*

Hour: 12:00-12:50 MWF

Lab: 9:55-11:10 TR

PEREZ VELAZQUEZ (lecture); BODNER (lab)

MUS 202(S) Music Theory and Musicianship II

Music 202 proceeds to the study of twenty-century practices including harmony, scales and modes, rhythmic techniques, new formal ideas, serial procedures, and set theory. It also covers more recent musical developments including aleatorism, minimalism, electronic music, post-modernism, eclecticism, and other techniques.

Format: three lectures and two skills lab-sessions per week.

Prerequisite: Music 201. *Enrollment limit: 15.*

Hour: 10:00-10:50 MWF

Lab: 9:55-11:10 TR

PEREZ VELAZQUEZ (lecture); BODNER (lab)

MUS 203T(F), 204T(S) Composition I and II

Beginning courses in musical composition taught in tutorial format. Required assignments range from 5 to 6 and each student is required to complete a semester composition project. 1-2 group meetings per week will deal with the presentation of new assignments, analysis of models for composition, performance of work in class, and critiquing of work. Individual meetings will deal with the conception and execution of the semester project. Performances of work in class will be arranged by the instructor. Performance of the semester project on the semester-end concert is required and such arrangements are the responsibility of the student.

Prerequisites: Music 202 and permission of instructor. *Enrollment limit: 6.*

Hour: 2:35-3:50 MR

1:10-2:25 TF

First Semester: D. KECHLEY

Second Semester: PEREZ VELAZQUEZ

MUS 207(S) Music in History I: Antiquity—1750

This course explores 1000 years of music-making in Western European culture, beginning with the philosophical and theoretical origins of that music in ancient Greece and extending to the life and music of J.S. Bach. Topics covered will include how the sound of music changed over a millennium; the different functions it served and how genres developed to serve these functions; the lives of the men and women who composed, performed, and wrote about music; and how the changing notation and theory of music related to its practice over the centuries. At the same time, the course provides an introduction to the modern study of music history, sampling a broad range of recent scholarship reflecting an array of critical approaches to the study of early music in our own day.

Format: three meetings per week; field trip(s) may be required. Evaluation will be based on quizzes, several papers, and a final project.

Open to qualified non-majors with the permission of instructor. Required of Music majors.

Hour: 11:00-11:50 MWF

BLOXAM

MUS 208(S) Music in History II: 1750-1900

A survey exploring the development of music in Western society from the Classical through the Romantic and the turn into the twentieth century. Emphasis will be on the contextual study of works by such composers as Haydn, Mozart, Beethoven, Schumann, Berlioz, Wagner, and Richard Strauss. Changing musical styles will be examined within the framework of the philosophy and aesthetics of the period, with special attention paid to the use and purpose of music and the role of the musician in his or her society.

Format: lecture/discussion, three days per week. Evaluation will be based on class participation, written assignments, a midterm, and a final exam.

Enrollment limit: 15. Open to qualified non-majors with permission of instructor. Required of Music majors.

Hour: 12:00-12:50 MWF

M. HIRSCH

MUS 209(F) Music in History III: Musics of the Twentieth Century*

A survey of musics in both Western and non-Western society from the close of the nineteenth century to the present. Emphasis will be on the contextual study of the music of major composers of Western art music, on the musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intermingling of musical influences of pop, jazz, and art music of the electronic age.

Format: lecture/discussion, two days per week. Evaluation will be based on one essay, two papers, a midterm, and a final exam.

Enrollment limit: 15. Open to qualified non-majors with permission of instructor. Required of Music majors.

Hour: 1:10-2:25 TF

W. A. SHEPPARD

Music

MUS 210T American Pop Orientalism (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/mus/mus210.html)

W. A. SHEPPARD

MUS 211(S) Arranging for Voices

The elements of arranging music for vocal ensembles will be studied from numerous angles. In addition to regular assignments involving arranging in various styles, the class will study successful vocal arrangements. Analysis of the various components involved in good arranging—including voice leading, range balance and voicing, key relationships, and motivic and structural cohesiveness—will be addressed. Evaluation will be based on weekly arranging assignments building toward the midterm, final exams, large-arranging projects, and a performance of selected works.

Prerequisites: permission of instructor.

Hour: 1:10–2:25 MR

HOFFENBERG

MUS 212(F) Jazz Theory and Improvisation I

The theory and application of basic techniques in jazz improvisation including blues forms, swing, bebop, modally based composition, Afro-Cuban, etc. Appropriate for students with very little specific experience in jazz as well as more experienced students. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords (including inversions) and their functions within keys, and competence on an instrument is essential. Alternates between lecture style exposition of theoretical topics and their specific application in an informal performance/rehearsal setting.

In addition to the development of skills, written work consists of assignments (e.g., harmonic analysis and realization as well as exercises in transposition and transcription) and a final project (e.g., transcription of a recorded solo or a composition).

Evaluation will be based on quizzes, a final exam, a final project and performance, as well as improvement as measured in weekly class performance and studios if appropriate.

Prerequisites: Music 103 or permission of instructor; Music 104 strongly recommended. *Enrollment limit:* 15. *Course cannot be taken pass/fail.*

Hour: 1:10–2:25 TR

JAFFE

MUS 213 Jazz Theory and Improvisation II (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus213.html)

JAFFE

MUS 214 Basic Conducting (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus214.html)

FELDMAN

MUS 215 Choral Conducting (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus215.html)

B. WELLS

MUS 216(F) Orchestral Conducting

This course will introduce and develop a broad range of subjects associated with conducting, including: rehearsal techniques, physical and aural skills, interpretation, and programming. Related areas to be discussed include: balance, intonation, rhythm, articulation, phrasing, bowings, and complex meters. Weekly conducting and score reading assignments will form the core of the workload. Larger projects may involve conducting existing instrumental ensembles, and along with score reading, will be the basis of the midterm and final exams. This course involves a trip to audit a Boston Symphony rehearsal at Symphony Hall. Evaluation will be based on regular conducting assignments and final projects.

Prerequisites: permission of instructor. *Enrollment limit:* 6 (expected: 4-6).

Hour: 2:35–3:50 TF

FELDMAN

MUS 217(F) Jazz Arranging and Composition

This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with the quintet and progressing through the big band. Intensive score study and some transcription required.

Evaluation will be based on the successful completion, rehearsal and performance of original arrangements and/or compositions during the semester, to include at least one transcription of a recorded arrangement, one quintet or sextet arrangement, and one arrangement for big band. Performances by the Jazz Ensembles, as rehearsed and prepared by the students of this course, are also expected.

Prerequisites: Music 212 and permission of instructor. *Enrollment limit:* 6 (expected: 4-6). *Preference given to students who meet the prerequisites and show a strong interest in the subject matter.*

Hour: TBA

JAFFE

MUS 221T(S) Advanced Ear Training for Jazz Musicians: The Study of Jazz Improvisation Traditions through the Art of Transcription

This tutorial is designed for jazz performers, composers and arrangers who have taken Music 212 and who seek further work in the area of aural development. The focus of the tutorial will be on the development of advanced aural skills specific to the disciplines of jazz performance and arranging/composition.

Its *format* will involve two weekly meetings. In the first, *tutorial pairs* will meet individually with the instructor to present transcriptions of approved improvised solos, which will be thoroughly notated and

performed by the students. A critique of both the performance and notation of these transcription projects will be offered by the partnered students for one another, as well as by the instructor, with revisions and corrections incorporated into an edited performance the following week. In the other weekly meeting, *all* of the tutorial pairs will meet jointly with the instructor in order to do group assignments involving sight-singing (both rhythmic and melodic), and advanced harmonic and melodic dictation. During these sessions the instructor will offer a critique of the past week's performances as well, based on the following criteria: 1.) *notational technique*, 2.) observations relating to *performance practice*, 3.) how such factors contributed to the evolution of the given soloists' style, and, 4.) *historical significance* of the given performance and its relationship to the overall evolution of the given performer's personal voice.

Format: tutorial. Evaluation based on assessment of weekly assignments as described above.

Prerequisites: Music 212, functional jazz keyboard skills, and permission of the instructor. *Enrollment limit: 10 (expected: 8). Preference given to those students judged by the instructor to be best prepared.*

Hour: 11:20-12:35 TR

JAFFE

MUS 223T Music Technology II (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/mus/mus223.html)

PEREZ VELAZQUEZ

MUS 230 Seminar in Caribbean Music (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/mus/mus230.html)

E. D. BROWN

MUS 231 Nothing But the Blues (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/mus/mus231.html)

E. D. BROWN

MUS 232T Latin Music USA (Same as Latina/o Studies 232T) (Not offered 2005-2006; to be offered 2006-2007) (W)*

(www.williams.edu/Registrar/catalog/depts/mus/mus232.html)

E. D. BROWN

MUS 233 African Music: Interdisciplinary Studies (Same as African-American Studies 250 and INTR 287) (Not offered 2005-2006; to be offered 2006-2007)*

(See under IPECS—INTR 287 for full description.)

MUS 234(S) Afro-Pop: Urban African Dance Music (Same as African-American Studies 234)*

Over the past 100 years, West African highlife, Congolese rumba, and South African jazz and other urban musics have arisen all over the African continent. More recently, rap has taken root, changing the musical landscape in Africa's cities. Although these urban musics are entertaining, they have a deeper significance. They help Africans make sense of their changing world and they help us make sense of ours. We will examine the multiplicity of meanings urban African music may carry and help students gain deeper insights into the creative process that produces it by learning to perform this music, either as musicians or as dancers, with Ghanaian master drummer Obo Addy and Kusika. Rehearsal times to be announced.

Format: seminar and rehearsal/performance. Requirements: four 5-page papers and related oral presentations, participation, the improvement of performance skills, and a take home final exam.

Enrollment: limit 10 (expected 10). Open to all students with an intermediate level of performance skill in any kind of music or dance. If more apply, audition may be required.

This course is part of the Critical Reasoning and Analytical Skills initiative.

Hour: 11:20-12:35 TR

BROWN, OBO ADDY

MUS 245T(S) Music Analysis: Music with Text (W)

The course explores the ways in which musical structure interacts with, can comment upon, and can influence one's reading of a text set to music, and similarly, how texts set to music can exert influence upon and guide one's understanding of the musical structure. Using scenes from Mozart operas and selected songs of the 19th and 20th centuries (by Schubert, Schumann, Brahms and Schoenberg), the course will examine the bearing specific aspects of a text (voice, person, time, alliteration, meter, and so forth) have upon the musical domain, and conversely, how musical structures have the ability to project or allegorize actions in the text. We will observe the often amazing ways composers of texted music use the tonal system to create musical desires—desires that may be fulfilled, withheld, delayed, redirected, and so forth, in ways that enhance, or enact the desires of characters in a drama or poem. In addition to the specific issues involving texted and dramatic works, the course will introduce certain techniques and insights of linear analysis—one of the most profound developments in tonal analysis during the last century. Analysis assignments, based on the student's close study of texted musical works, will offer the opportunity to apply these techniques. The course will also confront the difficult issue of writing about music and will help students define and clearly express ideas about music.

Format: tutorial. Students will attend one weekly group lecture and one weekly tutorial meeting. Grades will be based on five analysis essays/presentations and five critiques of another student's analyses.

Prerequisites: Music 104. *Enrollment limit: 10 (expected 10). Preference will be based on advanced progress in the theory courses.*

Tutorial meetings to be arranged.

E. GOLLIN

MUS 251-258 Individual Vocal and Instrumental Instruction

Individual lessons in voice, keyboard and most orchestral and jazz instruments offered for one-half course credit per semester. Must be taken in addition to four full-credit courses. Students are encouraged to take

Music

this course for a letter grade, but as with all fifth courses, pass/fail is also an option. Students are required to prepare for 10 lessons during the semester with a minimum expectation of one hour practice per day and to perform publicly on at least one departmental studio recital during the semester. Lessons are scheduled TBA based upon instructor schedule. Make-up lessons given at the discretion of the instructor. Grading will be based upon lesson preparation, public performance, and progress throughout the semester. All individual instruction involves an extra fee, partially subsidized by the department. To register for the course, a student must first contact the appropriate teacher (see Music Dept. for list), fill out a registration/billing contract, signed by both teacher and student, and turn that in to the Music Office. This replaces the need to register online. Registration is for course number 251, with the appropriate section number from the following list. Students will be reassigned to course numbers 252-258 based on the number of semesters of instruction already taken in one particular section.

Specific instrument or voice sections are as follows:

01 Bassoon	10 Oboe	19 Jazz Bass
02 Cello	11 Organ	20 Jazz Vocal
03 Clarinet	12 Percussion	21 Trombone
04 Bass	13 Piano	22 Harp
05 Flute	14 Classical Saxophone	23 Jazz Drums
06 Guitar	15 Trumpet	24 Jazz Saxophone
07 Harpsichord	16 Viola	25 Jazz Trumpet
08 Horn	17 Violin	26 Euphonium
09 Jazz Piano	18 Voice	27 Tuba
		28 African Drumming

Prerequisite: Music 103 or its equivalent and permission of the individual instructor. Enrollment limits apply to each section based upon availability and qualifications.

Hour: TBA

Staff

300-LEVEL COURSES

MUS 301 An Introduction to Modal and Tonal Counterpoint (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/mus/mus301.html)

Staff

MUS 305, 306, 407, 408 Composition III, IV, V, and VI

Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of his/her own work.

Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Prerequisites: Music 203T, 204T and permission of instructor.

Enrollment limit: 2 students per instructor for all four courses.

Hour: TBA

KECHLEY, PEREZ VELAZQUEZ

MUS 308 Orchestration and Instrumentation (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/mus/mus308.html)

KECHLEY

MUS 325, 326, 427, 428 Musical Studies

Tutorial in nature, these courses are for work of a creative nature, based upon the talents and backgrounds of the individual student, working under the close guidance of a member of the department, an artist in residence or adjunct teacher to fulfill some project or a semester of private lessons as established by the consent of teacher, student, and department. The election is utilized to supplement the department's course offerings as well as to make available for full academic credit private lessons at an advanced level, and may include such projects as:

- private lessons in the performance of and literature for voice, piano, organ, or an orchestral instrument. Participation in periodic Performance Seminars is required. There is an extra fee for these lessons, with the cost partially subsidized by the department. Intended only for advanced performers. *Additional guidelines for instrumental or vocal lessons for full credit must be secured at the Music Department office. This may require an audition for the entire music faculty.*
- jazz arranging and composition;
- advanced studies in jazz improvisation;
- coaching, rehearsal, and performance of instrumental or vocal chamber music;
- advanced work in music theory (critical methods and analysis, solfeggio, keyboard harmony, ear-training and dictation, counterpoint and orchestration). Prerequisites: Music 202;
- advanced independent study in modal and tonal counterpoint. Prerequisites: Music 301;
- studies in issue areas such as acoustics and perception, philosophy and aesthetics of music, women and minorities in music, music of non-Western cultures, music and technology;
- advanced work in music history.

With the permission of the department, the project may be continued by election of the next-higher numbered course. Majors may register for four semesters; non-majors may register for two semesters. The specific name of the project elected is to be specified after the title, "Musical Studies."

The numbers 325, 326, 427, 428 should be used for four sequence courses in the same subject. If a different subject is elected, the numbering sequence should start again at 325. These numbers are selected without regard to semester taken or class year of student.

Prerequisites: Music 103, 104, 201, 202, and permission of the instructor and department. (Intended primarily for music majors.)

Students must obtain a special form for this course election from the Music Department Office. These forms must be completed, and all necessary departmental and faculty permissions secured, by the end of the preregistration period in the semester before the semester in which the students wish to do this course.

Note: Music 325, 326, 427, 428 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load.

Hour: TBA

CHAIR and Members of the Department

MUS 394(S) Junior Thesis

This course involves independent study in history or theory of music, under the supervision of a member of the department, as preparation for the senior thesis.

400-LEVEL COURSES

MUS 402(S) Senior Seminar in Music (W)

This seminar, the culminating course in the music major, examines how composers after Bach have understood and responded to him. We will trace the course of the Classical and early Romantic period "Bach Revival" through Mozart, Beethoven, and Mendelssohn, and explore how he was venerated in the later Romantic era by Brahms and Busoni. Most of our focus, however, will be on how composers of the modern era have viewed his legacy and used his music. We will explore the pertinence of Harold Bloom's theory of the "anxiety of influence" for understanding the ways in which contemporary classical composers ranging from Schoenberg and Webern through Peter Maxwell Davies and George Crumb engage Bach's music, and consider both the musical techniques and meanings of reworkings and quotations of Bach's music in jazz and popular styles.

Format: seminar. Evaluation will be based on papers, presentations, and class participation.

Prerequisites: Music 202, 207, 208, 209 and permission of instructor. *Enrollment limit: all senior music majors.*

This course is part of the Critical Reasoning and Analytical Skills initiative.

Hour: 1:10-3:50 W

BLOXAM

MUS 407, 408 Composition V and VI

(See under Music 305 for full description).

MUS 427, 428 Musical Studies

(See under Music 325 for full description).

MUS 493(F)-W31-494(S) Senior Thesis

Required for all students approved for thesis work in music.

MUS 497(F), 498(S) Independent Study

Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

NEUROSCIENCE (Div. III)

Chair, Professor STEVEN ZOTTOLI

Advisory Committee: Professors: P. SOLOMON, H. WILLIAMS, ZIMMERBERG, ZOTTOLI. Assistant Professors: HUTSON, N. SANDSTRÖM*.

Neuroscience is a rapidly growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. The interdisciplinary nature of the field is apparent when surveying those who call themselves neuroscientists. Among these are anatomists, physiologists, chemists, psychologists, philosophers, computer scientists, linguists, and ethologists. The areas that neuroscience addresses are equally diverse and range from physiological and molecular studies of single neurons, to investigations of how systems of neurons produce phenomena such as vision and movement, to the study of the neural basis of complex cognitive phenomena such as memory, language, and consciousness. Applications of neuroscience research are rapidly growing and include the development of drugs to treat neurodegenerative disorders such as Alzheimer's disease and Parkinson's disease, the development of noninvasive techniques for imaging the human brain such as PET scans and MRI, and the development of methods for

Neuroscience

repair of the damaged human brain such as the use of brain explants. Combining this wide range of disciplines, areas of research, and application for the study of a single remarkably complex organ—the brain—requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

THE PROGRAM

The program in neuroscience consists of five courses including an introductory course, three electives, and a senior course. In addition, students are required to take two courses, Biology 101 and Psychology 101, as part of the program.

Neuroscience (Neuroscience 201) is the basic course and provides the background for other neuroscience courses. Ideally, this will be taken before the end of sophomore year. Either Biology 101 or Psychology 101 serves as the prerequisite. Electives are designed to provide in-depth coverage including laboratory experience in specific areas of neuroscience. At least one elective course is required in Biology (*Group A*) and one in Psychology (*Group B*). The third elective course may also come from *Group A* or *Group B*, or may be selected from other neuroscience related courses upon approval of the advisory committee. *Topics in Neuroscience* (Neuroscience 401) is designed to provide an integrative culminating experience. Most students will take this course in the senior year.

THE DEGREE WITH HONORS IN NEUROSCIENCE

The degree with honors in Neuroscience provides students with the opportunity to undertake an original research project under the supervision of one or more of the Neuroscience faculty. In addition to completing the requirements of the Neuroscience Program, candidates for an honors degree must enroll in Neuroscience 493-W31-494 and write a thesis based on an original research project. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Students interested in pursuing a degree with honors should contact the Neuroscience Advisory Committee in the spring of their junior year.

REQUIRED COURSES

Biology 101 The Cell

Psychology 101 Introductory Psychology

(Both of these courses should be completed by the end of the sophomore year.)

Neuroscience 201 Neuroscience

Neuroscience 401 Topics in Neuroscience

ELECTIVES

Three elective courses are required. At least one elective must be from *Group A* and at least one elective must be from *Group B*. The third elective may come from either *Group A* or *Group B* or the student may wish to petition the advisory committee to substitute a related course.

Group A

Biology 204 Animal Behavior

Biology 205 Physiology

Biology 303 Sensory Biology

Biology 304 Neurobiology

Biology 316 Neuroethology

Biology 310 Neural Development

Biology 410 Cell Dynamics in Living Systems

Group B

Psychology 312 Drugs and Behavior

Psychology 315 Hormones and Behavior

Psychology 316 Clinical Neuroscience

Psychology 317T Nature via Nurture: Explorations in Developmental Psychobiology

NSCI 201(F) Neuroscience (Same as Biology 212 and Psychology 212)

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

Format: lecture, three hours a week; laboratory, every other week. Evaluation will be based on a lab practical, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. *Enrollment limit: 144 (expected: 60). Preference given to Biology and Psychology majors.*

Satisfies one semester of the Division III requirement.

Hour: 9:55-11:10 TR

Lab: 1-4 M,T,W

ZIMMERBERG and ZOTTOLI

NSCI 397(F), 398(S) Independent Study

NSCI 401(F) Topics in Neuroscience

Neuroscientists explore issues inherent in the study of brain and behavior. The overall objective of this seminar is to create a culminating senior experience in which previous course work in specific areas in the

Neuroscience Program can be brought to bear in a synthetic, interdisciplinary approach to understanding complex problems. The specific goals for students in this seminar are (1) to evaluate original research and critically examine the experimental evidence for theoretical issues, and (2) to gain an understanding of this discipline through group work, and oral presentations. Topics and instructional formats will vary somewhat from year to year, but in all cases the course will emphasize an integrative approach in which students will be asked to consider topics from a range of perspectives including molecular, cellular, systems, behavioral and clinical neuroscience. Previous topics have included memory, autism, depression, alcoholism, language development, and stress.

Format: student-led discussions and presentations, three hours a week. Evaluation will be based on presentations, participation in class discussion, and a term paper.

Prerequisites: open only to seniors in the Neuroscience program. *Enrollment limit: 24 (expected: 22).*

This course is required of all senior students in the Neuroscience program.

Hour: 7:00-9:40 p.m. M

H. WILLIAMS

NSCI 493(F)-W31-494(S) Senior Thesis

Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

TBA

PERFORMANCE STUDIES

Advisory Faculty: Professors: BUCKY, DARROW*, D. EDWARDS, EPEL, HOPPIN, OCKMAN.

Associate Professors: CASSIDAY, KAGAYA (*Coordinator*), W. A. SHEPPARD. Assistant Professors: BEAN (*Coordinator*), BURTON, JOTTAR*, L. JOHNSON. Lecturers: BROTHERS, DIGGS, JAFFE.

The Performance Studies Program provides an opportunity to inhabit an intellectual place where the making of artistic and cultural meaning intersects with critical reflection on those processes. The program has as its primary goal the bringing together of those students and faculty engaged in the creative arts, i.e., studio art, creative writing, dance, film and video, music, and theater with those departments that reflect in part on those activities, e.g., Anthropology and Sociology, Art History, Classics, Comparative Literature, English, History, Music, Philosophy, Psychology, Religion and Theater. The central ideas which performance studies confronts—action, body, frame, representation, race, ethnicity, gender, politics, history and transcultural experience—circulate within and through the subjects and fields upon which the program draws.

Performance Studies strongly suggests that interested students take the introductory course (Theatre 220) and one of two capstone courses (Political Science 301 or Theatre 338).

Currently, the Program's status is as a program without a concentration. However, students interested in participating in the Performance Studies Program are encouraged to do five things: 1) take the introductory course, which in 2005-2006 is Theatre 220, *Approaching Performance Studies*; 2) take a capstone course, which in 2005-2006 is either INTR 307, *Art and Justice*, or, Theatre 338, *Facing the Music*; 3) try different artistic media, both in the curriculum and beyond; 4) move between the doing of art and performance and thinking about that process; and 5) prepare a portfolio of their work in different media.

As a senior year project, the Performance Studies Program strongly recommends the assembling of a senior portfolio. Preparation of the portfolio should normally begin in the second semester of the junior year. It will be done under the supervision of a member of the advisory faculty and will be submitted in the spring of the senior year. What we suggest is that portfolios should draw on at least four projects or productions. They should show critical self-reflection on the creative processes, a comparison of the artistic media employed and also demonstrate performance criticism on the work of others.

THEA 220(F) Approaching Performance Studies (Same as Women's and Gender Studies 220) (W)

Theatre, film, video, music, dance, visual art, performance art, community activism, public gatherings—all fall under the rubric of "performance." Performance studies takes on these types of performances in the name of theorizing performance as a cultural act. This course will serve as an introduction to the field of performance studies and its theoretical bases in anthropology, dramatic theory, poststructuralism, psychoanalytic theory, folklore, religion, cultural studies, literary theory, religion, philosophy, feminist theory, and queer theory. In addition to reading and discussing theory, local live and recorded performances will be considered. The course will culminate in the showing of students' final projects. This course is the introductory course for the Performance Studies Program.

Format: seminar. Evaluation will be based on class papers and final presentation. Students are also responsible for participating in class.

No prerequisites. *Enrollment limit: 19 (expected: 19). No first-years admitted. Preference to sophomores, then juniors and seniors.*

Hour: 1:10-2:25 MR

BEAN

Performance Studies, Philosophy

THEA 338(S) Facing the Music

Music has accompanied theatrical performance since the birth of drama. Over time music on stage has served many dramatic functions: sometimes it merely serves to embellish the emotive temperature but, more consequentially, music can also constitute the major source of dramatic articulation. In this course we will study the specific dramatic function of music in such works as Mozart's *Così fan tutte*; Wagner's *Die Meistersinger*; A Midsummer Night's Dream with incidental music by Mendelssohn; Cocteau's surrealist work *The Wedding On the Eiffel Tower*; Brecht's *Mahagonny* and *The Measures Taken*; Sondheim's *Sweeney Todd*; and Glass and Wilson's postmodern opera *Einstein on the Beach*. The course will also study the variety of working relationships that musicians have enjoyed with their collaborators in theatrical production.

Format: discussion/seminar. Requirements: energetic and committed participation. Written exercises will be a midterm report on the role of music in a live performance, and a final analytical paper on a work to be chosen in consultation with the instructor.

No prerequisites. Enrollment limit: 20 (expected: 10). No preference.

Hour: 1:10-2:25 MR

BUCKY

INTR 307(S) Art and Justice (Same as ArtS 311 and Political Science 337) (W)

Although Plato dismissed painters as unreliable imitators who invariably lead viewers "far from the truth," art has played an important role in the creation and transformation of political belief throughout history. This class is an interdisciplinary examination of that role, focusing especially, though not exclusively, on the problem of how the visual arts advance and hinder the pursuit of justice. Our visual materials span diverse periods, areas, media, and cultural traditions, but the primary emphasis is on recent American art, particularly public art and self-consciously political works that seek to contest prevailing institutions, norms, and social structures. By examining key aspects of contemporary art practice, we will pursue fundamental questions about art, politics, and the relationship between them. For example: How does one "read" an image and determine how it "works?" How does the specific kind of activity or creation called "art" reflect and/or shape political life, especially in a time of increasingly digital mass-media? What do images offer those seeking, exercising, or contesting political power? Are such uses inherently more manipulative than verbal arguments over policies and principles? Does art have important ways of showing us things we might not otherwise see? Can it make our political imaginations more generous? Can it bring us closer to justice? What would claiming this entail? Likely authors and artists include Arendt, Bal, Benjamin, Danto, Gran Fury, the Guerrilla Girls, Hall, Kant, Kruger, Lacy, Plato, Rockwell, Salgado, Sontag, Walker, Wodiczko, and others.

Format: seminar. Requirements: regular short written critical analyses, several hands-on visual projects, and one major, final independent project. For students counting the course towards the Art Studio major, the project must be a studio project; for those taking the course toward the Art History major, the final project must be a research paper on a body of contemporary art.

Prerequisites: at least one course in Political Theory, Philosophy, Art History, Art Studio, American Studies, or permission of instructors. Enrollment limit: 18 (expected: 18). Preference given to juniors and seniors.

Political theory subfield

Hour: 9:55-11:10 TR

DIGGS and M. REINHARDT

PHILOSOPHY (Div. II)

Chair, Professor JANA SAWICKI

Professors: GERRARD, SAWICKI***, WHITE**. Associate Professor: DUDLEY. Assistant Professors: BARRY, CLARKE, CRUZ, MLADENOVIC, WILBERDING*. Visiting Assistant Professor: J. PEDRONI. Visiting Lecturer: MUENCH.

To engage in philosophy is to ask a variety of questions about the world and our place in it. What can we know? What should we do? What may we hope? What makes human beings human? These questions, in various forms, and others like them are not inventions of philosophers; on the contrary, they occur to most people simply as they live their lives. Many of us ask them as children, but later either ignore them, or accept answers we can live with. Philosophers, however, seek to keep such questions open, and to address them through reasoned discussion and argument, instead of accepting answers to them based on opinion or prejudice.

The program in philosophy is designed to aid students in thinking about these issues, by acquainting them with influential work in the field, past and present, and by training them to grapple with these issues themselves. The program emphasizes training in clear, critical thinking and in effective writing. Philosophy courses center around class discussions and the writing of interpretive and critical essays.

MAJOR

Philosophy is a discipline with a long and intricate history, a history that remains an integral part of the discipline. In this way, it differs dramatically from the natural sciences: for example, although no contemporary physicists or biologists embrace Aristotle's physics or biology, among philosophers there continue

to be champions of Aristotle's metaphysics and of his ethics. Because of the richness and continuing importance of the history of philosophy, the program is designed to give majors a historical background that will acquaint them with a wide variety of approaches in philosophical issues, and will provide them with a basis for evaluating and contributing to contemporary debates.

A total of nine courses is required for the major in Philosophy. Students should begin with Philosophy 101 and 102, in either order; both are required for the major. These courses provide introductions to historical figures and themes that continue to be influential in many contemporary discussions in the two major areas of philosophical inquiry, i.e., practical inquiry into issues of ethics and politics, and theoretical inquiry into issues of knowledge, belief, understanding, and reality. The final required course is the Senior Seminar, Philosophy 401. Each student selects the six electives that complete the major. The exposure to figures and topics in 101 and 102 provides students with some basis for choice, but optimal shaping of an individual curriculum requires in addition consultation with faculty members and other students.

Generally speaking, as students progress from 100- to 300-level courses, there will be decreasing breadth and increasing depth. In addition, writing assignments become longer, and students assume increasing responsibility for identifying and developing the topics of their essays. Finally, students in 300-level courses are often required to assume responsibility for making oral presentations or guiding significant parts of class discussions.

Students considering graduate study in philosophy are strongly urged to develop reading competence in German, French, or Greek before graduation.

THE DEGREE WITH HONORS IN PHILOSOPHY

The degree with honors in Philosophy is awarded to the student who has demonstrated outstanding achievement in a program of study that extends beyond the requirements of the major. The extension beyond major requirements may take the form *either* of independent work culminating in a senior essay *or* thesis (the independent-study route) *or* of additional course work (the directed-study route). Candidates must have GPAs of 3.6 or higher in their courses in philosophy at the end of the junior and senior years. Juniors interested in pursuing honors should so inform the Department Chair no later than mid-April.

The independent-study route to honors requires the completion and defense of *either* a senior essay produced in the fall semester plus winter study period (maximum 40 pages) *or* a year-long senior thesis (maximum 75 pages). Plans for either essay or thesis (including a brief proposal and bibliography, worked out in consultation with an advisor) must be submitted to the department in April of the junior year. A recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student's work.

The directed-study route to honors required the completion of two courses in philosophy in addition to the nine required for the major. Candidates taking this route must also submit to the department revised copies of two term papers (10 pages or longer) written for philosophy courses they have taken; each student will be assigned an adviser to help guide the process of revision. A recommendation for graduation with honors will be made on the basis of the scope of the student's course work, the quality of the student's participation in Philosophy 401, and the thoroughness, independence, and originality reflected in the submitted papers.

PHIL 101(F,S) Introduction to Moral and Political Philosophy (W)

Throughout the history of Western philosophy, there have been debates concerning how human beings should live: What should we do both with our lives as wholes and in specific problematic situations? The debates have addressed us both as individuals and as members of political communities. This course aims to aid us in responding to these debates, and in living our lives, on the basis of reasoned conclusions rather than from unrecognized presuppositions. The course concentrates on Plato's *Republic*, the most influential ethical and political text within Western philosophy, but we assess the *Republic* in light of elaborations and criticisms that have developed over the past 2500 years, in works by Aristotle, Kant, and Mill.

Format: lecture/discussion. Requirements: class discussion, frequent short papers (totaling 20-30 pages). No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students and sophomores.*

Hour: 11:20-12:35 TR, 1:10-2:25 TF
11:20-12:35 TR, 12:00-12:50 MWF, 10:00-10:50 MWF First Semester: BARRY, CLARKE
Second Semester: BARRY, CLARKE, DUDLEY

PHIL 102(F,S) Introduction to Metaphysics and Epistemology (W)

Metaphysics and epistemology are the two core pursuits of theoretical philosophy (as opposed to practical philosophy, the focus of Philosophy 101). Metaphysics is concerned with the ultimate character of reality. The metaphysician seeks to develop knowledge (as opposed to mere opinion or belief) of all things natural, human, and divine. She asks, for example: Are we free, or are our acts determined? Is there a God? If so, what must God be like? Epistemology is concerned with how we determine the difference between knowledge and mere opinion. The epistemologist thus asks: What does it mean truly to know something? How can we acquire such genuine knowledge? Answers to these epistemological questions are essential if we are to have any confidence in the methods and results of our metaphysical investigations. This course will emphasize the established historical classics that provide the basis for understanding contemporary work on metaphysics and epistemological issues; we will consider, among others, the work of Descartes, Hume, and Kant.

Format: lecture/discussion. Requirements: class discussion, frequent short papers (totaling 20-30 pages).

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No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students and sophomores.*

Hour: 9:55-11:10 TR, 11:00-11:50 MWF, 10:00-10:50 MWF First Semester: CRUZ, DUDLEY, GERRARD
11:00-11:50 MWF, 11:20-12:35 TR, 10:00-10:50 MWF
Second Semester: GERRARD, MLADENOVIC, WHITE

PHIL 103 Logic and Language (Not offered 2005-2006) (Q)

(www.williams.edu/Registrar/catalog/depts/phil/phil103.html)

GERRARD

PHIL 131(F) Introduction to Logic and Semantics (Same as Linguistics 131) (Q)

(See under Linguistics for full description.)

PHIL 201 Continental Philosophy Workshop: Reading the Critics of Reason (Not offered 2005-2006) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil201.html)

DUDLEY

PHIL 202 Language and Mind (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil202.html)

CRUZ

PHIL 209(F) Philosophy of Science

It is a generally held belief, in our times and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of scientific theories, methods, and knowledge, advanced by logical positivists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science that emerged out of various criticisms of this view-especially those of Popper, Lakatos, Kuhn and Feyerabend-and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about the cognitive credentials of science and the proper approach to the study of science, which came to be known as "the science wars."

Requirements: frequent short assignments, class presentation, class participation, and a longer (5-7 pages) term paper.

Prerequisites: Philosophy 102, 103, Linguistics 131, or permission of instructor. *Enrollment limit: 15 (expected: 5-10).*

Hour: 2:35-3:50 MR

MLADENOVIC

PHIL 210 Philosophy of Medicine (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/phil/phil210.html)

MLADENOVIC

PHIL 212(S) Ethics and Reproductive Technologies (Same as Women's and Gender Studies 212) (W)

(See under Women's and Gender Studies for full description.)

PHIL 221 Greek Philosophy (Same as Classics 221) (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil221.html)

WILBERDING

PHIL 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Psychology 222) (Q)

(See under Cognitive Science for full description.)

Satisfies one semester of the Division II requirement.

PHIL 223 Environmental Ethics (Same as Environmental Studies 223) (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/phil/phil223.html)

CLARKE

PHIL 225 Introduction to Feminist Thought (Same as Women's and Gender Studies 225) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under Women's and Gender Studies for full description.)

SAWICKI

PHIL 226 Big Games: The Spiritual Significance of Sports (Same as Religion 279) (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/phil/phil226.html)

DUDLEY

PHIL 227(F) Death and Dying (W)

In this course we will examine traditional philosophical approaches to understanding death and related concepts, with a special focus on the ethical concerns surrounding death and care for the dying. We will begin with questions about how to define death, as well as reflections on its meaning and function in human life. We will move on to examine ethical issues of truth-telling with terminally ill patients and their families, decisions to withhold or withdraw life-sustaining treatments, the care of seriously ill newborns, physician-assisted suicide, euthanasia, and research efforts to extend the human life-span. In addition to

key concepts of death, dying, and terminal illness, we will develop and refine notions of medical futility, paternalism and autonomy, particularly within the context of advance directives and surrogate decision making.

Format: lecture/discussion. Requirements: active participation in class discussions, two mid-length papers (7-10 pages), and weekly short writing assignments (2 pages). Possible experiential learning component. No prerequisites. *Enrollment limit: 19 (expected: 19).*

Hour: 2:35-3:50 TF

PEDRONI

PHIL 228 Feminist Bioethics (Same as Women's and Gender Studies 228) (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil228.html)

J. PEDRONI

PHIL 231 Ancient Political Theory (Same as Political Science 231) (Not offered 2005-2006; to be offered 2006-2007)

(See under Political Science for full description.)

PHIL 232(S) Modern Political Theory (Same as Political Science 232)

(See under Political Science for full description.)

PHIL 236 Contemporary Ethical Theory (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil236.html)

BARRY

PHIL 237 What Does a Work of Art Mean? (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/phil/phil237.html)

GERRARD

PHIL 240(F) German Idealism: Kant to Hegel (Same as German 240)

German Idealism (which began with Kant's Critique of Pure Reason in 1781 and ended with Hegel's death in 1831) was the philosophical counterpart to the French Revolution: both sought to replace the pre-modern acceptance of unjustified authority with the modern insistence on rational justification and freedom. The immediate stimulus for this development in philosophy was Hume's skeptical attack on the pretensions of reason and his claim that belief and action are ultimately determined by habit or custom. Hume's skepticism famously shook Kant from his "dogmatic slumber," spurring him to undertake a "critique" of reason and a defense of freedom and morality. The later German Idealists—Fichte, Schelling, and Hegel—attempted to carry out the Kantian project more rigorously than Kant himself, striving to develop a fully self-critical and rational philosophy, in order thereby to determine the meaning and sustain the possibility of a free and rational modern life. Their work has been extraordinarily influential not only in philosophy, but also in political theory, religious studies, and aesthetics.

This course will pick up where Philosophy 101 and 102 leave off, introduce students to the main figures and themes of German Idealism, and serve as preparation for work in 20th century European philosophy. Format: lecture/discussion. Requirements: four 5- to 7-page papers, attendance and participation.

Prerequisites: Philosophy 101 or Philosophy 102 (or permission of the instructor). Students with German ability are welcomed and will be encouraged to work with original texts. *Enrollment limit: 30 (expected: 15-20). Preference given to prospective majors or majors.*

Hour: 1:10-2:25 MR

DUDLEY

PHIL 255 Knowledge and Happiness (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/phil/phil255.html)

CLARKE

PHIL 260 Medieval Philosophy (Same as Religion 219) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil260.html)

WILBERDING

PHIL 270 Arguing about God (Same as Religion 283) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/phil/phil270.html)

GERRARD

PHIL 271T Woman as "Other" (Same as Women's and Gender Studies 271T) (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil271.html)

SAWICKI

PHIL 272T(F) Free Will and Responsibility (W)

We hold people responsible for their actions, both morally and legally. This practice seems justified as long as people are free to make the choices that they do. But which criteria must a decision meet in order to qualify as free? Clearly, a free decision must not be the result of external coercion. But must the decision also be free from any outside influence at all? If so then freedom may seem impossible, for we are all deeply influenced by external factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. Since it is undeniable that we are pervasively influenced by such outside forces, the real question is whether, and how, free choice is possible amidst all of these influences. In this course we will examine the best-known recent philosophical attempts to make sense of the nature of free will and responsibility. Since these issues

Philosophy

have a direct bearing on which theory of legal punishment we should accept, we will also examine influential theories of punishment. Our focus will be on works by contemporary authors.

Format: tutorial. Requirements: students meet with the instructor in pairs for roughly an hour each week; each student will write a 5- to 6-page paper every other week (6 in all) and comment on his or her tutorial partner's paper in alternate weeks. Emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing.

Prerequisite: Philosophy 101 or 102, or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference will be given to current majors, prospective majors, and students committed to taking the tutorial.*

Tutorial meetings to be arranged.

BARRY

PHIL 273T(S) Hume's *Treatise on Human Nature* (W)

David Hume started work on his *Treatise of Human Nature* (1739/40) at the age of 15 and finished it in his mid 20's. His ambition was no less than a complete science of human nature, including an account of knowledge, the emotions, and morality. Some of Hume's conclusions are famously skeptical, while others offer a rich positive source of philosophical and psychological insight. He considers personal identity, free will, induction, causality, the limits of reason, sentiment as a foundation for morality, relativism, and objectivity. The *Treatise* now exerts a towering influence over the Western tradition, and many contemporary currents in moral philosophy, epistemology, philosophy of mind, cognitive science, and philosophy of science are identifiably "Humean."

In this tutorial we will read the entire *Treatise* along with other works by Hume and influential secondary literature. Throughout, we will have two goals, namely, understanding Hume's positions in their historical context and making sense of the relevance of Hume's approach to current theorizing. At the end of the semester we will turn to some recent inheritors of Hume's projects, with special attention to philosophical naturalism.

Format: tutorial. Requirements: Participants will present a 5- to 7-page paper in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work on off weeks. Expect several short lectures by the instructor over the course of the semester where the tutorial members convene as a group.

Prerequisites: Philosophy 101 or 102. Preference will be given to majors or prospective majors in philosophy. Several spaces in this tutorial will be reserved for sophomores, and every effort will be made to pair students according to similar or complimentary background. This course is writing intensive. *Enrollment limit: 10.*

Tutorial meetings to be arranged.

CRUZ

PHIL 280(F) Analytic Philosophy: Frege, Russell, and the Early Wittgenstein

The last line of Ludwig Wittgenstein's *Tractatus* famously reads: "Whereof one cannot speak, thereof one must be silent." Are there things that cannot be put into words? What are the limits of language? What is the nature of language? How do logic and language relate? We will examine these (and other questions) in the context of the great philosophical revolution at the beginning of the last century: the linguistic turn and the birth of analytic philosophy. We will see how a focus on language affects our understanding of many traditional philosophical questions, ranging from epistemology and metaphysics to aesthetics and ethics. Our texts will include Gottlob Frege, *The Foundations of Arithmetic*, Bertrand Russell, *Principles of Mathematics*, and Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*.

While you're debating whether to take this class, consider the following puzzle. There is a village where the barber shaves (a) all those and (b) only those who do not shave themselves. Now, ask yourself: who shaves the barber? You will see that if the barber does not shave himself, then by condition (a) he does shave himself. And, if the barber does shave himself, then by condition (b) he does not shave himself. Thus, the barber shaves himself if and only if he does not shave himself. See if you can figure out why this is sometimes called a paradox, and then ask yourself what this has to do with our opening questions.

Format: seminar. Requirements: two short papers (5 pages) and one longer final paper (12-15 pages). Prerequisite: Philosophy 102. *Expected enrollment: 12-15. Preference give first to Philosophy majors, and then to seniors and juniors of any major.*

Hour: 1:10-2:25 TF

GERRARD

PHIL 281(S) Philosophy of Religion (Same as Religion 281)

Our goal in this course will be to try to determine how far reason can justify belief in God. We will spend roughly half of the semester examining well-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, the argument from evil, and the argument from religious disagreement). In each case, we will consider both historically important formulations and contemporary reformulations in an effort to identify, and then assess, the strongest version of the argument.

After working through these arguments, we will reflect in a more general way on the proper roles of reason and faith in religious belief, asking when it is appropriate to rely on faith and why. In the final section of the course we'll examine the relationship between God, morality, and politics. Here we'll consider whether God could be the foundation of morality and what role people's religious beliefs should play in political decision making. Our tools in this course will be logic and reason, even when we are trying to determine what the limits of reason might be. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume,

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Kant, Kierkegaard, Freud, Marx, and several contemporary philosophers.

Format: lecture/discussion. Requirements: two take-home exams, and several shorter assignments; attendance and active participation in class discussion.

No prerequisites. *Enrollment limit: 25. (expected: 20-25). Preference to first years and sophomores interested in majoring in Philosophy.*

Hour: 9:55-11:10 TR

BARRY

PHIL 286T (formerly 215) Conceptions of Human Nature (Not offered 2005-2006) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil286.html)

MLADENOVIC

PHIL 301(S) Plato's Socrates and the Sophists (Same as Classics 301) (W)

What's the difference between philosophy and sophistry? Or better yet, is there a difference? Does everything come down to how things appear to this or that person (a situation the advertising industry, e.g., might be happy to exploit), or can the proper cultivation of reason arm us with a means of protecting ourselves against the power of appearances by fostering the ability to detect how things really are? In this course we will examine several works by Plato (notably the *Gorgias* and the *Protagoras*) in which he pits Socrates (our philosophical hero) against the leading intellectual figures of the day, while also examining fundamental questions about what it is to be human and what it takes to lead a successful human life.

Format: seminar. Requirements: several short writing assignments (1-2 pages), active class participation, and two longer papers (one 5-7 pages; the other 10-12 pages).

Prerequisites: Philosophy 101 or 102 or 221 or permission of instructor. *Enrollment limit: 19 (expected: 5-15). Preference given to Philosophy majors and those considering majoring in Philosophy.*

Hour: 7:00-9:40 p.m. M

MUENCH

PHIL 304T Authenticity: From Rousseau to Poststructuralism (Not offered 2005-2006) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil304.html)

SAWICKI

PHIL 305(F) Existentialism and Phenomenology (W)

According to Jean-Paul Sartre, the only philosopher to ever refer to himself as an "existentialist," existence precedes essence. What is essential to human being is not any fixed set of characteristics, but rather what a human being becomes and how it defines and creates itself under conditions it does not choose. In this course we address key themes and figures from two of the most influential movements in twentieth century European philosophy, namely, existentialism and phenomenology, a philosophical approach to which existentialism is indebted. We will discuss major works (philosophical, literary, visual) by such figures as Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, Maurice Merleau-Ponty, and Richard Wright, Ingmar Bergman and Jean-Luc Godard. We will raise questions concerning the task of philosophy, the structure and meaning constituting function of consciousness, the relationship between self and other, the mind-body relationship, freedom, authenticity, and absurdity.

Format: seminar. Requirements: short critical response papers, occasional short class presentations based on outlines of the text, and three 5- to 6-page papers. Students will be required to re-write one of the three papers in lieu of a final exam.

Prerequisites: Philosophy 101 or 102 or 240 or 271T or 304T or permission of instructor. *Enrollment limit: 19 (expected 10-15). Preference given to majors and those considering a major in philosophy.*

Hour: 11:20-12:35 TR

SAWICKI

PHIL 308T(S) Wittgenstein's Philosophical Investigations (W)

Bertrand Russell claimed that Ludwig Wittgenstein was "perhaps the most perfect example I have ever known of genius as traditionally conceived—passionate, profound, intense, and dominating." Wittgenstein's two masterpieces, the *Tractatus Logico-Philosophicus* and the *Philosophical Investigations*, stand like opposing poles around which schools of twentieth-century analytic philosophy revolve. The Wittgenstein of the *Tractatus* is known as the "earlier Wittgenstein," the Wittgenstein of the *Investigations* is known as the "later Wittgenstein." This tutorial is an intensive, line-by-line study of the *Investigations*—one of the greatest (and thus, one of the most controversial) books in the history of philosophy. Aside from its overwhelming influence on late-twentieth-century philosophy and intellectual culture, any book which contains the remark, "if a lion could talk, we could not understand him," deserves serious attention.

Format: weekly one-hour meetings of a tutorial pair with the instructor. Requirements: bi-weekly tutorial papers (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner.

Prerequisites: at least 3 courses in philosophy, of which Philosophy 102 is required; Philosophy 103 and Philosophy 289 are highly recommended. *Enrollment limit: 10 (expected: 10). Preference given to majors, prospective majors, and students firmly committed to the course.*

Tutorial meetings to be arranged.

MLADENOVIC

PHIL 309 Kant (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/phil/phil309.html)

DUDLEY

PHIL 313 Reality (Same as INTR 313 and Religion 303) (Not offered 2005-2006; to be offered 2006-2007)

(See under IPEC—INTR 313 for full description.)

Philosophy

PHIL 327 Foucault: Power, Bodies, Pleasures (Same as Women's and Gender Studies 327) (*Not offered 2005-2006; to be offered 2006-2007*) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil327.html)

SAWICKI

PHIL 331(F) Contemporary Epistemology (W)

Epistemology is one of the core areas of philosophical reflection. In this course, we will study the literature in contemporary philosophy on the nature of knowledge and rational belief. Epistemologists seek answers to the following kinds of questions:

—When is it rational to have a particular belief?

—What is knowledge (as opposed to mere opinion)?

—In order to be justified in holding a belief, must someone know (or believe) that she is justified in holding that belief?

—What, if anything, justifies our scientific knowledge?

These questions are typically asked within a framework where the overarching goal is attaining truth and avoiding falsity. Beyond this common ground, however, epistemologists are much divided. Some maintain that these issues are solely the provinces of philosophy, using traditional a priori methods. Others maintain that these questions will only yield to methods that incorporate our broader insight into the nature of the world including, perhaps, feminist thought or science. Both stances face severe difficulties. Further, even where there is agreement as to the proper way of answering epistemological questions, there is a stunning variety of possible answers to each question. The syllabus can be found at:

http://www.williams.edu/philosophy/fourth_layer/faculty_pages/jcruz/courses/episty.html

Format: seminar. Requirements: short writing assignments each week, and a final paper written in several drafts.

Prerequisites: Philosophy 102 or permission of the instructor. *Enrollment limit: 19 (expected: 5-12).*

Preference given to Philosophy, Psychology, Linguistics, and Computer Science majors.

Hour: 7:00-9:40 p.m. M

CRUZ

PHIL 333 Aristotle's Ethics (Same as Classics 333) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/phil/phil333.html)

CLARKE

PHIL 334 Philosophy of Biology (Same as History of Science 334) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/phil/phil334.html)

MLADENOVIC

PHIL 335 Moral Objectivity (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/phil/phil335.html)

BARRY

PHIL 339(S) Political Liberalism: Rawls and his Critics (Same as Political Science 339)

"Political Liberalism" is the idea that people who are profoundly divided about moral, religious and philosophical questions can nevertheless live together on free and equal terms in a stable and just society. How is this really possible? For one, won't such people disagree about justice itself? John Rawls' *A Theory of Justice* (1971) sought to answer this question by establishing two simple principles of justice that would appeal to any rational agent, whatever their particular "conception of the good," while safeguarding the basic civil and political liberties of all. The result is one of the truly great works of moral and political philosophy in the 20th century. We will study the main argument of *A Theory of Justice* in the first half of the course. In the second half we will turn to powerful criticisms of it put forward by communitarian, feminist and postmodernist thinkers, and Rawls' reformulation of his theory in the light of those criticisms. We should end up with a much deeper appreciation for the problems, promise and prospects of liberalism in the 21st century. Additional authors may include: Seyla Benhabib, Richard Rorty, Michael Sandel, Charles Taylor, Michael Walzer and Iris Young.

Format: seminar. Requirements: attendance, participation, preparation; regular short writing assignments or class presentations and a term paper of 10-15 pages.

Prerequisites: Philosophy 101 or permission of instructor. *Enrollment limit: 19 (expected 6-12).* *Preference will be given to majors and prospective majors.*

Hour: 2:35-3:50 MR

CLARKE

PHIL 341 Kierkegaard's Ironic Socrates (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/phil/phil341.html)

MUENCH

PHIL 342T(F) Contemporary Virtue Ethics (W)

"The concepts of obligation, and duty-moral obligation and moral duty, that is to say-and of what is morally right and wrong ...ought to be jettisoned ...because they are survivals ... from an earlier conception of ethics which no longer generally survives, and are only harmful without it...It is as if the notion 'criminal' were to remain when criminal law and criminal courts had been abolished...It would be a great improvement if, instead of 'morally wrong', one always named a genus such as 'untruthful', 'unchaste', 'unjust'." With these words, Elizabeth Anscombe (1958) launched her famous critique of the dominant traditions of modern moral philosophy and suggested that they be replaced with a renewed investigation of human virtue, one that built on the magnificent work of Plato and Aristotle while bringing it into the present. A rich body of scholarship known as "virtue ethics" has developed in response to this call to arms. Rather than

conceiving goodness in terms of conformity to moral principles (such as the categorical imperative or the principle of utility) virtue ethics seeks to understand it in terms of the characteristics ('virtues') which promote human flourishing. But how are we to define 'flourishing' in a non question-begging way? Writers in this tradition part ways on this crucial question. In this tutorial we will study the best and most influential writings in virtue ethics in the last half century. The objective is not only to get to know this important body of work, but to refine our own conceptions of human nature and moral philosophy in the process. Authors will include Julia Annas, Elizabeth Anscombe, Philippa Foot, Rosalind Hursthouse, John McDowell, Alasdair MacIntyre, John McDowell, Iris Murdoch, Michael Slote and Michael Thompson.

Format: tutorial. Students will work in pairs. Requirements: each participant will present a substantial written work every other week and compose and present comments on the partner's paper in alternate weeks. Prerequisites: Philosophy 101 or permission of the instructor. *Enrollment limit: 10 (expected: 6-10). Preference will be given to current or prospective majors.* Tutorial meetings to be arranged.

CLARKE

PHIL 354 Complexity (Same as INTR 314 and Religion 314) (Not offered 2005-2006; to be offered 2006-2007)
(See under Religion for full description.)

PHIL 357 Aristotle (Same as Classics 357) (Not offered 2005-2006)
(www.williams.edu/Registrar/catalog/depts/phil/phil357.html)

WILBERDING

PHIL 360T Augustine's City of God (Same as Classics 360 and Religion 218) (Not offered 2005-2006) (W)
(www.williams.edu/Registrar/catalog/depts/phil/phil360.html)

WILBERDING

PHIL 379(S) American Pragmatism (Same as American Studies 379)

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Format: seminar. Requirements: final paper, several short assignments.

Prerequisite: Philosophy 102. *Expected enrollment: 12-15. Preference given first to Philosophy and American Studies majors, and then to seniors and juniors of any major.*

Hour: 1:10-2:25 MR

GERRARD

PHIL 388T Consciousness (Not offered 2005-2006; to be offered 2006-2007) (W)
(www.williams.edu/Registrar/catalog/depts/phil/phil388.html)

CRUZ

PHIL 389 Being and Structure (Not offered 2005-2006)
(www.williams.edu/Registrar/catalog/depts/phil/phil389.html)

WHITE

PHIL 391(S) Issues in Systematic Philosophy

This course will examine issues concerning whether philosophy should be systematic, and if so, how. Specific issues to be considered may include the interrelations among being, thinking, and talking (ontology, epistemology, and semantics), and of philosophy and the natural sciences, particularly with respect to the universe as a whole (treated by both physics and metaphysics) and human beings (treated by psychology and cognitive science, but also by philosophical anthropology and the philosophy of mind). Authors likely to be considered include Dummett, Putnam and White, Quine, Frege, and Searle.

Format: seminar. Requirements/method of evaluation: attendance, participation, responsibility for leading discussions, two papers (6-8 pages each).

Prerequisite: Philosophy 102 or permission of instructor. *Enrollment limit: 15 (expected: 8-10). Preference to Philosophy majors and potential majors.*

Hour: 1:10-2:25 TF

WHITE

PHIL 392 Hegel and Systematic Philosophy (Not offered 2005-2006)
(www.williams.edu/Registrar/catalog/depts/phil/phil392.html)

DUDLEY

PHIL 401(F) Senior Seminar: Emotions (W)

Philosophy is often described as "thinking about thinking;" variously conceived inquiries into the nature, limits, and canons of human reasoning have always been at its heart. Without challenging the centrality of such projects for philosophy, this course will focus on a less emphasized, but equally essential aspect of our lives: emotions. What are emotions, and how should we think about them? What is the proper "geography"—classification and analysis—of our emotions, and what is their relation to our beliefs, judgments, and evaluations? Which methodological approach—if a single one can be thus privileged—should we adopt for examining emotions? Finally, what is the scope and nature of an adequate theory of emotions, what are the desiderata for such a theory, and what should count as evidence in its favor? We will examine

Philosophy, Physical Education

a variety of philosophical and scientific (psychological and biological) theories of emotion, as well as some, more recent, theories developed within history, sociology and anthropology.

Format: seminar. Requirements: weekly short response papers (1-2 pages), oral presentation, class participation, and a 10- to 15-page final paper.

The class is required of all senior philosophy majors and open only to them.

Hour: 1:10-3:50 W

MLADENOVIC

PHIL 491(F)-W30 Senior Essay

This course involves Independent Study under the supervision of a member of the department. The objective is the presentation and writing of a senior essay (maximum 40 pages).

PHIL 493(F)-W31-494(S) Senior Thesis

This course involves Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages).

PHIL 497(F), 498(S) Independent Study

PHYSICAL EDUCATION, ATHLETICS, RECREATION AND DANCE

Chair and Director, HARRY C. SHEEHY III

Assistant Professors: D. BARNARD, W. BARRALE, S. BURTON, R. FARLEY, P. FARWELL, R. FISHER, J. GREENWOOD, E. GREES, K. HERMAN, D. JOHNSON, W. KANGAS, S. KUSTER, Z. LEVY, S. LEWIS, P. MANNING, C. MASON, G. MCCORMACK, L. MELENDY, J. MOORE, D. PAULSEN, M. PINARD, C. POHLE, R. POHLE, A. RORKE, M. RUSSO, N. SINCLAIR, F. VANDERMEER, P. WELLS, M. WHALEN, R. WHITE. Instructors: F. BROOKS, K. CALLAHAN-KOCH, H. SILVA, K. AGYAPON. Sports Medicine: M. FRAWLEY, R. STANT, L. WILK.

The instructional Physical Education Program at Williams is an integral part of the student's total educational experience. As a part of the liberal arts concept, the program develops the mind-body relationship, which is dependent upon the proper integration of physical and intellectual capacities. The main objective of the physical education program is to develop in each student an appreciation of physical fitness and wellness, and to expose them to a variety of activities that are suitable for lifetime participation.

Four credits of physical education represent one of the requirements for the College degree. There are five physical education units during the year. In the fall semester, there are two six-week physical education quarters. Winter Study is another unit, and there are two physical education quarters in the spring semester. Four sections meet two times per week in seventy-five minute periods and two sections meet three times per week in fifty-minute periods.

The following courses are offered at various times during the year. A schedule listing all courses offered is issued to every student before each quarter and Winter Study. Classes may vary according to availability of instructors and interest of students.

Badminton
Bicycling
Broomball
Canoeing
Dance (African, Ballet, Modern)
Diving
Figure Skating
Fly Fishing
Golf
Horseback Riding
Ice Climbing
Ice Hockey
Kayaking
Lifetime Fitness
Martial Arts
Method Matwork, Pilates based
Mountain Biking
Outdoor Living Skills
Rock Climbing
Rowing

Running
Sailing
Ski Patrol
Skiing (alpine and cross country)
Snowboarding
Squash
Swimming
Swing Dance
Tae Kwon Do
Tai Ji
Telemarking
Tennis
Trail Crew
Volleyball
Water Aerobics
Weight Training
Wellness
Wilderness Leadership
Women's Self Defense
Yoga

PHYSICS (Div. III)

Chair, Professor KEVIN JONES

Professors: K. JONES, STRAIT, WOOTTERS*. Associate Professors: AALBERTS, S. BOLTON, MAJUMDER***. Assistant Professors: TUCKER-SMITH, WHITAKER. Lecturer: BABCOCK. Laboratory Supervisor: FORKEY.

What is light? How does a transistor work? What is a black hole? Why are metals shiny? What is wave/particle duality? There are people for whom questions like these are of more than passing interest; some of them become Physics or Astrophysics majors. A physics student experiments with the phenomena by which the physical world is known and explores the mathematical techniques and theories that make sense of it. A Physics or Astrophysics major serves as preparation for further work in physics, astrophysics, applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving insight into the fundamental principles of nature.

ASTROPHYSICS MAJOR

The Physics Department, in cooperation with the Astronomy Department, offers a major in astrophysics consisting of (at least): 6 or 7 courses in Physics, 3 or 4 in Astronomy, and 1 in Mathematics. The core sequence of the Astrophysics major is the same as the Physics major described below (except that Physics 302, although strongly recommended, is not required). Students intending to pursue graduate study in astrophysics will need to take upper-level physics electives beyond the basic requirements for the major. Honors work in Astrophysics may be in either physics or astronomy. Students majoring in Astrophysics are expected to consult early and often with faculty from both departments in determining their course selections. The detailed description of the Astrophysics major is given under "Astronomy," along with a description of the Astronomy major also offered by that department (*see page 86*).

PHYSICS MAJOR

Introductory courses

Students considering a major in physics should take both physics and mathematics as first-year students. A student normally begins with either Physics 131 or Physics 141:

1) Physics 131 *Particles and Waves*. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving "word problems" that require calculus.

2) Physics 141 *Particles and Waves—Enriched*. Students in this course should have solid backgrounds in science and calculus, either from high school or college, including at least a year of high school physics.

The Department of Mathematics will place students in the appropriate introductory calculus course. The physics major sequence courses all make use of calculus at increasingly sophisticated levels. Therefore, students considering a Physics major should continue their mathematical preparation without interruption through the introductory calculus sequence (Mathematics 103, 104, and 105 or 106). Students are encouraged to take Physics 210 as early as possible. Physics 210 is cross listed as Mathematics 210 for the benefit of those students who wish to have the course listed with a MATH prefix.

Advanced Placement

Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and either: 1) begin with the special seminar course Physics 151 in the fall (typically followed by Physics 210 in the spring), or 2) begin with Physics 142 in the spring (possibly along with Physics 210). Students may take either 151 or 142 but not both. On rare occasions a student with an exceptional background will be offered the option of enrolling in Physics 201.

Placement is based on AP scores, consultation with the department, and results of a placement exam administered during First Days. The exam can also be taken later in the year by arrangement with the department chair. The exam covers classical mechanics, basic wave phenomena, and includes some use of calculus techniques.

Requirements for the Major

A total of ten courses in physics and mathematics are required to complete the Physics major. Students who place out of both Physics 141 and Physics 142 and begin their studies in Physics 201 are required to take a total of nine courses.

Required Physics Sequence Courses

Physics 141 *Particles and Waves—Enriched*
or Physics 131 *Particles and Waves*
Physics 142 *Foundations of Modern Physics*
or Physics 151 *Seminar in Modern Physics*
Physics 201 *Electricity and Magnetism*
Physics 202 *Waves and Optics*

Physics

Physics 210 Mathematical Methods for Scientists
Physics 301 Quantum Physics
Physics 302 Statistical Physics

Required Mathematics Course

Mathematics 105 Multivariable Calculus *or* Mathematics 106 Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 105 or 106 taken elsewhere.

At least two more physics or other approved courses must be taken, bringing the total number of courses for the major to ten.

Options

- 1) Mathematics 104 may be counted if taken at Williams
- 2) Mathematics 209 may substitute for Physics 210.
- 3) Astronomy 111 may count in place of Physics 141 if a student places out of 141 (see “advanced placement” above).
- 4) An additional Astronomy or Astrophysics course above the introductory level that is acceptable for the astrophysics major may be counted.
- 5) Two approved Division III courses above the introductory level may be substituted for one Physics course. Approval is on an individual basis at the discretion of the department chair.
- 6) Honors work is in addition to completion of the basic major so Physics 493 and 494 do not count towards the ten courses in the major.

Preparation for Advanced Study

Students who may wish to do graduate work in physics, astrophysics, or engineering should elect courses in both physics and mathematics beyond the minimum major requirements. The first-year graduate school curriculum in physics usually includes courses in quantum mechanics, electromagnetic theory, and classical mechanics that presuppose intermediate level study of these subjects as an undergraduate. Therefore, students planning graduate work in physics should elect all of the following courses:

Physics 402T Applications of Quantum Mechanics
Physics 405T Electromagnetic Theory
Physics 411T Classical Mechanics

Advising

Both majors and non-majors are encouraged to consult with the department chair or course instructors about course selections or other matters.

THE DEGREE WITH HONORS IN PHYSICS

The degree with honors in Physics will be awarded on the basis of a senior thesis presenting the results of a substantial experimental or theoretical investigation carried out under the direction of a faculty member in the department. There is no rigid grade point average required for admission to the program or for the awarding of the degree with honors, but it is normally expected that honors students will maintain at least a B average in physics and mathematics. Students will normally apply for admission to the program early in the spring of their junior year and during senior year these students will normally elect Physics 493, W31, and 494 in addition to the usual requirements for the major. At the end of winter study, the department will decide whether the student will be admitted to honors candidacy. Both a written thesis and a colloquium presentation of the results are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill them with unusually high distinction.

Honors candidates will also be required to participate in departmental colloquium talks.

OPTIONS FOR NON-MAJORS

Many students want to take a self-contained and rigorous full-year survey of physics. For such students, the most appropriate sequence will be either Physics 131 or Physics 141 followed by Physics 132, depending on the student's background in science and mathematics (see *Introductory Courses* above). Either of these sequences satisfies the physics requirement for medical school.

The department also offers one semester courses designed for non-majors. This year there are two such offerings: Physics 100 and Physics 109.

PHYS 100(S) Physics of Everyday Life (Q)

How do things work? What makes a car go or a bird fly? Why do microwaves heat food? How does a CD player work? Why are diamonds hard and metals shiny? How do we see?

Science is all around us. From common objects to high technology, science is part of our everyday lives. Amazingly, with a few powerful principles we can understand the materials that make up our world and the rules that govern their behavior—that's physics.

In this course we will explore the world we know and the microscopic components from which it is made, and we will extract from this exploration the central concepts underpinning contemporary physics. The mathematics used in the course will be basic algebra and trigonometry.

Format: lecture, three hours per week/home experiments. Evaluation will be based on weekly homework,

Physics

a midterm, a project, and a final exam, all with a significant quantitative component.
No prerequisites. *Enrollment limit: 120 (expected: 75).*
Hour: 1:10-2:25 TF

K. JONES

PHYS 109(F) Sound, Light, and Perception (Q)

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications. The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

Format: lecture/lab/discussion, three hours per week; occasional mini-tutorial-like meetings. Evaluation will be based on class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component.

No prerequisites. *Enrollment limit: 20 (expected: 20).*
Hour: 11:20-12:35 TR

MAJUMDER

PHYS 131(F) Particles and Waves (Q)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces; Newton's laws; energy and momentum; and gravitation. The historical context in which these ideas developed will be discussed. We then turn to the basic properties of waves, such as interference and polarization, with emphasis on light waves. Finally, we bring the two strands together with a brief discussion of the wave-particle duality of modern quantum mechanics.

This course is intended for students who have not studied physics before or who have had some physics, but are not comfortable solving "word problems" that require calculus. (Students with strong backgrounds in the sciences are encouraged to consider taking Physics 141 instead.) Physics 131 can lead to either Physics 132 (for students wanting a one-year survey of physics) or Physics 142 (for students considering a physics or astrophysics major).

Format: lecture, three hours per week; laboratory, three hours every other week. Evaluation will be based on weekly problem sets, hour tests, labs, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Mathematics 103. *No enrollment limit (expected: 60).*
Hour: 11:00-11:50 MWF Lab: 1-4 M,T,W

STRAIT

PHYS 132(S) Electromagnetism and the Physics of Matter (Q)

This course is intended as the second half of a one-year survey of physics. In the first half of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields, and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted in a discussion of Faraday's Law of Induction. In the second half of the semester, we introduce several of the most central topics in twentieth-century physics. We will discuss Einstein's theory of special relativity as well as aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Format: lecture, three hours per week; laboratory, three hours every other week. Evaluation will be based on weekly problem sets, labs, hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 131 or 141 or permission of instructor, and Mathematics 103. *No enrollment limit (expected: 60).*
Hour: 11:00-11:50 MWF Lab: 1-4 M,T,W

S. BOLTON

PHYS 141(F) Particles and Waves—Enriched (Q)

This course covers the same topics as Physics 131, but with a higher level of mathematical sophistication and more emphasis on waves. It is intended for students with solid backgrounds in the sciences, either from high school or college, who feel comfortable solving "word problems" that require calculus. Physics 141 can lead to either Physics 132 (for students wanting a one-year survey of physics) or Physics 142 (for students considering a physics or astrophysics major).

Format: lecture, three hours per week; laboratory, three hours every other week/conference, one hour every other week. Evaluation will be based on weekly problem sets, quizzes and hour tests, and labs, all of which have a substantial quantitative component.

Prerequisites: high school physics and Mathematics 103 (or equivalent placement). *No enrollment limit (expected: 50).*
Hour: 11:00-11:50 MWF Lab: 1-4 M,T,W

TUCKER-SMITH

Physics

PHYS 142(S) Foundations of Modern Physics (Q)

The twentieth century has been an extremely productive and exciting time for physics. Special relativity has extended physics into the realm of high speeds and high energies. Quantum mechanics has successfully described phenomena at small energies and small distance scales. Our understanding of atoms, molecules, and solids has developed from a few revolutionary ideas into a sophisticated framework which today supports technologies that were unimagined in 1900.

This course will introduce many important developments in physics, including special relativity, the Bohr model of the atom, Schrodinger's wave mechanics in one dimension, the chemical bond, energy bands in solids, and nuclear physics.

Format: lecture, three hours per week; laboratory, three hours every other week/conference, one hour every other week. Evaluation will be based on weekly problem sets, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 141 and Mathematics 103, or equivalent; students may *not* take both Physics 142 and Physics 151. Physics 131 may substitute for Physics 141 with the permission of instructor. *No enrollment limit (expected:50).*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

WHITAKER

PHYS 151(F) Seminar in Modern Physics (Q)

Why does a hot coal glow red rather than blue or green or some other color? Remarkably, this simple question could not be answered before the year 1900, because the answer depends on a radical assumption introduced in that year by Max Planck. His work on thermal radiation marked the beginning of a revolutionary era in the history of physics that culminated in a new framework for our understanding of the physical world. The two pillars of this framework, quantum mechanics and relativity, together with the ideas of statistical physics that allow us to apply quantum mechanics to macroscopic objects (such as hot coals), constitute the core of this course. As we study this material, we will also be exploring the process of research in physics, partly by doing some experiments of our own. We will discuss the interaction between experiment and theory, as well as the roles of simplicity, elegance and unity in the search for explanations. This is a small seminar designed for first-year students who have placed out of Physics 141.

Format: lecture/discussion, three hours per week; laboratory, every other week. Evaluation will be based on class participation, labs, weekly problem sets, an oral presentation, two hour-exams and a final exam, all of which have a substantial quantitative component.

Prerequisites: placement by the department (see advanced placement above). Students may take either Physics 142 or Physics 151 but not both. *Enrollment limit: 20 (expected: 14).*

This course is part of the Critical Reasoning and Analytical Skills initiative.

Hour: 11:00-11:50 MWF

Lab: 1-4 M

AALBERTS

PHYS 201(F) Electricity and Magnetism (Q)

In this course, we study electromagnetic phenomena and their mathematical description. Topics include electromagnetic induction, alternating circuits, and the electromagnetic properties of matter. We also introduce Maxwell's equations, which express in remarkably succinct form the essence of the theory.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 142, Mathematics 105 or 106. *No enrollment limit (expected:25).*

Hour: 10:00-10:50 MWF

Lab: 1-4 M,T

WHITAKER

PHYS 202(S) Waves and Optics (Q)

Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on problem sets, labs, two one-hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisite: Physics 201. Co-requisite: Physics/Mathematics 210 or permission of instructor. *No enrollment limit (expected: 20).*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W

STRAIT

PHYS 210(S) Mathematical Methods for Scientists (Same as Mathematics 210) (Q)

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as

looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in TrueBasic will be offered for students who do not already have a background in programming.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets, a midterm exam and a final exam, all of which have a substantial quantitative component.

Prerequisites: Mathematics 105 or 106 and familiarity with Newtonian mechanics at the level of Physics 131. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

TUCKER-SMITH

PHYS 301(F) Quantum Physics (Q)

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schrodinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210. *No enrollment limit (expected: 15).*

Hour: 9:00-9:50 MWF

Lab: 1-4 T,W

K. JONES

PHYS 302(S) Statistical Physics (Q)

The natural world is built with many small components interacting in a simple but coordinated way. With a statistical view, we may make sense of the cooperative phenomena which emerge.

For example, we can associate macroscopic thermodynamic properties with ensembles of microscopic states. With calculations and simple numerical exercises we shall probe a wide variety of physical phenomena: magnetism, gasses, heat engines, thermal radiation, electrons in solids, polymers, random walks in fluids or in the stock market, and genomic information.

Format: lecture, three hours per week/computer laboratory, 1 1/4 hours per week. Evaluation will be based on weekly problem sets, quizzes, labs and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 142, Physics 210. *No enrollment limit (expected: 15).*

Hour: 8:30-9:45 MW

Lab: 8:30-9:45 F

AALBERTS

PHYS 315 Computational Biology (Same as Computer Science 315 and INTR 315) (Not offered 2005-2006; to be offered 2006-2007) (Q)

(See under Computer Science for full description.)

PHYS 316 Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Mathematics 316) (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/phys/phys316.html)

PHYS 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and Mathematics 319) (Q)

(See under Biology for full description.)

PHYS 332 (formerly 318) Materials Science: The Chemistry and Physics of Materials (Same as Chemistry 332) (Not offered 2005-2006; to be offered 2006-2007) (Q)

(See under Chemistry for full description.)

PHYS 402T Applications of Quantum Mechanics (Not offered 2005-2006; to be offered 2006-2007) (Q)

(www.williams.edu/Registrar/catalog/depts/phys/phys402.html)

PHYS 405T(F) Electromagnetic Theory (Q)

We will review Maxwell's equations and use them to study a range of topics—electric fields and matter, magnetic materials, light, radiation—exploring phenomena and seeking to gain an intuitive understanding. We will also learn some useful approximation techniques and some beautiful mathematical tools.

The class will meet as a whole once per week for an hour lecture on new material and to discuss questions on the readings. Each week a second tutorial meeting with the instructor will be scheduled; here, students will take turns working problems on the chalkboard. Written solutions to problems will be due a few days after the tutorial meeting.

Format: tutorial, 1&1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210 or Mathematics 210. *Enrollment limit: 20 (expected: 10).*

Hour: 1:10-2:25 F

S. BOLTON

Physics, Political Economy

PHYS 411T Classical Mechanics (*Not offered 2005-2006; to be offered 2006-2007*) (Q)
(www.williams.edu/Registrar/catalog/depts/phys/phys411.html)

PHYS 418(S) Gravity (Q)

This course is an introduction to the currently accepted theory of gravity, Einstein's general theory of relativity. We begin with a review of special relativity in terms of spacetime vectors and tensors, and we introduce the stress-energy tensor, which is the source of gravity. We study the mathematical description of curved spacetime and develop an intuitive justification for Einstein's equation, relating the stress-energy tensor (matter) to the curvature of spacetime (gravity). Finally we study in some detail two solutions of Einstein's equation: the Schwarzschild solution, which applies to a spherically symmetric star, and the Friedmann model of an expanding universe.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets, a midterm and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 301 or Physics 405 or Physics 411 (students with strong math backgrounds are invited to consult with the instructor about a possible waiving of the prerequisites). *No enrollment limit (expected: 19).*

Hour: 10:00-10:50 MWF

TUCKER-SMITH

Courses numbered 450 through 459 are independent reading courses in advanced topics. Students will read a textbook or other material and work problems. Once a week the students and the instructor will meet for discussion and student presentations. Due to the initiative and independence required, interested students should consult with the instructor before registering for one of these courses. Enrollments will be limited, usually to 4 or fewer.

PHYS 451(S) Solid State Physics (Q)

This course will explore the physics of metals, insulators, and semiconductors, with particular attention to structure, energy bands, and electronic properties. After developing the appropriate background, we will examine some simple semiconductor devices. Independent reading and discussion.

Format: independent study. Evaluation will be based on weekly problem sets and presentations, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 301 and permission of the instructor. *Enrollment limit: 4 (expected: 2).*

Hour: TBA

S. BOLTON

PHYS 493(F)-W31, W31-494(S) Senior Research

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics*.

Prerequisites: permission of the department. *Senior course.*

ASPH 493(F)-W31, W31-494(S) Senior Research in Astrophysics

(See under Astrophysics for full description.)

PHYS 497(F), 498(S) Independent Study

POLITICAL ECONOMY (Div. II)

Chair, Professor JAMES E. MAHON

Advisory Committee: Professor: BRADBURD, C. JOHNSON, MAHON. Associate Professors: D. GOLLIN***, SHANKS.

The Political Economy major is designed to give students a grasp of the ways in which political and economic forces interact in the shaping of public policy. The major includes substantial study of the central analytical approaches in both political science and economics and seeks to surmount the sometimes artificial barriers of specialization that may characterize either discipline taken by itself. In the junior and senior years a conscious merging of the approaches in the two fields is undertaken in the three required Political Economy courses. (These courses are designed by, and usually are taught jointly by, political scientists and economists.) Political Economy 301 examines major writings in political economy and analyzes economic liberalism and critiques of economic liberalism in the context of current policy issues. Political Economy 401 examines interactions of political and economic forces in contemporary international affairs. Political Economy 402 examines such interactions in selected current public policy issues. Background for these senior courses is acquired through courses in international economics, public finance, and domestic and international/comparative politics and policy.

Students in Political Economy 402 visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their Political Economy 402 group projects. This is a course requirement.

MAJOR

Economics 110 Principles of Microeconomics

Economics 120 Principles of Macroeconomics

Political Science 201 Power, Politics, and Democracy in America

or Political Science 203 Introduction to Political Theory

Political Economy

Political Science 202 World Politics: An Introduction to International Relations
or Political Science 204 Introduction to Comparative Politics
Economics 203 Gender and Economics
or Economics 204 Economic Development in Poor Countries
or Economics 207 China's Economic Transformation Since 1980
or Economics 221 Economics of the Environment
or Economics 230 Economics of Health and Health Care
or Economics 360 International Monetary Economics
or Economics 503 Public Finance
or Economics 507 International Trade and Development
or Economics 509 Developing Country Macroeconomics
Economics 253 Empirical Economic Methods
or Economics 255 Econometrics
Political Economy/Economics 301/Political Science 333 Economic Liberalism and Its Critics
Political Science 216 Constitutional Law I: Structures of Power
or Political Science 217 Constitutional Law II: Rights
or Political Science 270T Environmental Policy
or Political Science 314T American Political Development
or Political Science 315 Parties in American Politics
or Political Science 317 Environmental Law
Political Science 228 International Organization
or Political Science 229 Global Political Economy
or Political Science 246 Nature, Wealth and Power
or Political Science 327 Global Politics of Development and Underdevelopment
or Political Science 342 East Asia and Globalization
Political Economy 401 Politics of the International Economy
Political Economy 402 Political Economy of Public Policy Issues

THE DEGREE WITH HONORS IN POLITICAL ECONOMY

Due to the special demands of this interdisciplinary major, the only route to honors in Political Economy is the thesis. Seniors may pursue the honors thesis course (Political Economy 493-W31) during the fall semester and winter study period. The third course contributing to such an honors program would normally be an elective in Political Science or Economics taken during the junior year. This course, which may be one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis.

Juniors in the Political Economy major with at least a 3.5 GPA in the program may apply for the honors thesis program by means of a written proposal submitted to the chair before spring registration. Written guidelines for such proposals are available in the chair's office or on the program website. The proposal should have been discussed with at least two faculty members, and at least one faculty advisor from each discipline should be solicited by the student prior to submission of the proposal.

Final decisions about admission to the honors program will be made in early summer, when spring grades become available.

To achieve the degree with honors in Political Economy, the thesis must be completed by the end of winter study period and be judged of honors quality by a committee consisting of the two advisors and a third reader. A thesis judged to be of particular distinction will qualify its author for the degree with highest honors.

COURSE NUMBERING SYSTEM

The numbering system for courses offered and required in Political Economy is identical to the system outlined on page 45.

POEC 301(F) Economic Liberalism and Its Critics (Same as Economics 301 and Political Science 333)

Economic liberalism holds that, if left alone by government, people will make mutually beneficial transactions with one another, leaving society better off. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Stuart Mill, R. H. Tawney, and John Maynard Keynes. The second part considers more recent writings that revise and critique liberalism from a variety of perspectives. The historical focus of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy, while classroom discussion involves frequent reference to current public policy issues.

Format: discussion/lecture. Requirements: eight 2-page papers and a final exam.

Prerequisites: one course in Economics and *either* Political Science 201 *or* 203 *or* AP credit in American

Political Economy, Political Science

Politics (or permission of instructor). *Enrollment limit: 35 (expected: 32). Preference given to Political Economy majors and sophomores intending a Political Economy major.*

Required in the Political Economy major but open to non-majors.

Hour: 1:10-2:25 MR

MAHON and MEARDON

POEC 397(F), 398(S) Independent Study

Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.

POEC 401(F) Politics of the International Economy

This course examines major issues in the politics of the international economy. After briefly considering various theoretical perspectives on international political economy, it analyzes important issue-areas including: trade; capital movements; the organization of production; immigration; and the role of international organizations in addressing global economic and ecological issues.

Format: discussion/lecture/seminar. Requirements: six short papers and a group project. In addition, class attendance and participation are essential.

Prerequisites: a course in international economics or Economics 110-120, or the equivalent; satisfaction of the international/comparative Political Science course requirement (see list of major requirements above) prior to or concurrently with this course. *Enrollment limit: 20 (expected: 10-20). Preference given to Political Economy majors.*

Required in the major but open to non-majors.

Hour: 1:10-2:25 TF

MEARDON and A. SWAMY

POEC 402(S) Political Economy of Public Policy Issues

The core of this course consists of analyses by student study groups of current issues of public policy. The student groups investigate the interacting political and economic aspects of an issue, do extensive reading, conduct interviews in Washington (during spring recess) with public and private officials, write a major report on their findings and recommendations, and defend it orally in a public session.

Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.

Format: seminar with student presentations.

Prerequisites: Economics 253 or 255; satisfaction of the Political Science U.S. institutions and policymaking course requirement (see list of major requirements above).

Required in the major and open only to Political Economy majors.

Hour: 11:20-12:35 TR

BRADBURY and C. JOHNSON

POEC 493(F)-W31 Honors Thesis

POLITICAL SCIENCE (Div. II)

Chair, Associate Professor CHERYL L. SHANKS

Professors: CRANE, C. JOHNSON, MACDONALD*, MAHON, MARCUS*, M. REINHARDT, A. WILLINGHAM. Associate Professors: M. DEVEAUX, M. LYNCH**, MCALLISTER, SHANKS. Assistant Professors: MELLOW, PAUL, THOMAS. Visiting Assistant Professors: BONG, C. COOK, GROFF, A. SWAMY. Adjunct Professors: JAMES, K. LEE. Bolin Fellow: HAYES.

Politics is most fundamentally about forging and maintaining community, about how we manage to craft a common destiny guided by shared values. Communities need a way to reconcile conflicts of interest among their members and to determine their group interest; they need to allocate power and to determine its just uses. Power may be used wisely or foolishly, rightly or cruelly, but it is always there; it cannot be wished away. Political science attends to the ways that social power is grasped, maintained, challenged, or justified. The contests over power and the values that it should be used to further give politics its drama and pathos. The effort to understand politics aims not only to describe and explain, but also to improve political life.

The Political Science major is structured to allow students either to participate in the established ways of studying politics or to develop their own foci. To this end, the department offers two routes to completing the major, each requiring nine courses. We invite students either to organize their major through the subfields that structure the discipline of political science (American politics, international relations, political theory, and comparative politics), or to develop individual concentrations reflecting their particular interests, regardless of subfields.

MAJOR

SUBFIELD CONCENTRATION ROUTE: Upon declaring a major, students choose one subfield: American politics, international relations, political theory, or comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield including the appropriate core course from 201-204, two electives of the student's choice at the 200 or 300 level and the senior seminar (or an individual project) in the student's subfield. (A degree with honors in Political Science requires enrollment in the year-long senior seminar, which does not count toward the nine (9) major requirements.) With permission of the department chair, students may take a senior seminar in a different subfield, providing they

take a third elective in the subfield of concentration. In addition, students must take courses in two subfields outside the subfield of concentration to satisfy the breadth requirement (all courses at the 100 level and all methods courses also count toward the breadth requirement). The faculty advisor and the department chair must approve the student plan.

INDIVIDUAL CONCENTRATION ROUTE: Alternatively, students may devise a concentration of their own. In this event, the student prepares a curricular plan in consultation with a faculty advisor, explaining the nature of the concentration and the courses the student will take. The individual concentration also requires nine (9) courses, with at least five (5) thematically linked courses constituting the concentration. Of these five courses, four are electives at the 200 or 300 level, including one from 201-204, and one is a senior seminar or individual project. In addition, students pursuing an individual concentration must take at least two other courses that illustrate breadth in political science. To complete the requirement, the student has his or her choice of any two other courses within the Political Science Department. The faculty advisor and the department chair must approve the student plan.

ADVISEMENT

When a student chooses to major in Political Science (usually at the end of the sophomore year), he or she may register with any Political Science faculty member at the designated time and places. The registering faculty member will ask for preferences for a permanent faculty advisor and will assist undecided students in finding an advisor. In all cases, students will be paired by the end of the sophomore year with an advisor who will continue with them through graduation.

COURSE NUMBERING

The course numbering used by the Political Science Department reflects the format and specialization of a course. The 100-level courses are designed to address political topics from multiple subfield perspectives. The 200-level courses are divided between our core courses and our electives. The core courses, numbered from 201-204, serve as introductions both to the substance of the politics and the subfields organizing the study of politics. The introductory subfield course must be completed before the senior year. The 200-level elective courses delve into political processes, problems and philosophies. 100-level and 200-level courses have no prerequisites. 300-level courses are more specialized and require prerequisites. 400-level courses are senior seminars offered for students in the major; senior seminars also are open to juniors and to non-majors if space permits.

WINTER STUDY PROJECT

The department welcomes relevant WSP 99 proposals that can make important contributions to the student's understanding of public affairs and politics. Majors, seniors, and students without previous WSP 99 experience have preference.

THE JUNIOR YEAR ABROAD

A major in Political Science can be readily and usefully combined with study in a foreign country. No more than one course taken per semester abroad in a program approved by the College may be counted toward the requirements for a degree in Political Science.

THE DEGREE WITH HONORS IN POLITICAL SCIENCE

The Political Science Department grants honors to candidates who, (1) complete the Senior Seminar, (2) receive at least a grade of 3.50 on a Senior Thesis (493-W31-494), and (3) have a minimum GPA of 3.5 in Political Science.

To become a candidate for honors the student must (1) apply in the second semester of the junior year, (2) submit a research proposal acceptable to the department's honors committee and for which an appropriate advisor is available, and (3) have a minimum GPA of 3.5 in Political Science for the first six semesters. (Political Science 493-W31-494 DO NOT count toward the total of nine required of all majors.)

ADVANCED STUDY IN AMERICAN POLITICS

The Department of Political Science provides the opportunity for an unusually gifted student to engage in an entire year's advanced research in American politics under singularly favorable conditions. Supported by income derived from an endowment fund, the student, designated the Sentinels of the Republic Scholar (after the name of the fund), receives a substantial research stipend to cover costs associated with the proposed project.

This unique research course (Political Science 481-W33-482) is designed to encourage the pursuit of excellence among the most talented Williams students of Political Science. Admission to it is awarded to the most distinguished candidate on the basis of demonstrated capacity for outstanding work and of the project's promise for creative contributions to the understanding of American politics, political institutions and thought.

PSCI 100(F) Asia and the World (Same as Asian Studies 201 and International Studies 101)*
Asia looms large in contemporary world politics: Japan is gradually assuming an expanded regional national security role; The People's Republic of China is emerging as a multifaceted Great Power; India is challenged by rising ethno-nationalism. This course will explore both the historical background and current dynamics of political and economic issues in these three countries, drawing on themes of imperialism, nationalism, and globalization. It is an introductory class and, therefore, no prior coursework in political science or Asian studies is necessary.

Political Science

Format: predominately lecture. Requirements: two short papers and a final exam.

No prerequisites. *Enrollment limit: 60 (expected: 60).*

Comparative Politics and International Relations Subfields

Hour: 11:00-12:15 MWF

CRANE

PSCI 101(S) Seminar: The Politics of Place in America

What does it mean when someone says they're a Midwesterner? A New Englander? A Texan? Is there importance attached to being an urban resident versus a suburbanite? What about a rural resident? What's the significance of living in a border town? This course explores the politics of place. The country's politics have always been keyed, in important ways, to geography: representation in national government is defined in terms of geographic areas; funds and resources from the national government are distributed unequally around the country; state and local governments, which have an influential role in our political system, vary tremendously from one place to the next; and the country's history has been marked by the violence of geographic conflicts as well as the acquisition of new territory. Much of its social and economic life can also be understood in terms of geography. Patterns of settlement, immigration, slavery, agriculture, education, religion, and cultural production have left and continue to leave different patterns of sediment throughout the country; these patterns and their interactions form the bedrock of American politics. We will spend the semester thinking about the significance of place in politics by exploring the ways that culture, economy, and political institutions vary throughout the country. Topics covered will include urbanization and urban politics, the development of the suburbs, regional differences, and the effects of globalization on local differences.

Format: seminar. Requirements: class participation, weekly 1-page reading responses, and three 5- to 7-page papers.

Prerequisites: Open only to first year students. *Enrollment limit: 18 (expected: 18). Preference to first-year students.*

All Subfields.

Hour: 11:20-12:35 TR

MELLOW

PSCI 120(F) America and the World After September 11

The terrorist attacks of September 11 and the war in Afghanistan raised fundamental questions about the past and future course of American foreign policy. While virtually no one defended the terrorist attacks, many academics argued that the root causes of September 11th were to be found in the flaws of the American approach to the world. In this view, America is an arrogant, unilateralist country that ignores the views and perspectives of the rest of the world community, relies far too much on its overwhelming military power, and often acts against its ideals and values by supporting repressive and unpopular regimes. This course has three primary objectives. First, we will assess important critiques of contemporary American foreign policy from both the left and right of the political spectrum. Second, we will examine the historical and intellectual background of both supporters and critics of American foreign policy in the post Vietnam War era. Third, in the aftermath of September 11 we will attempt to answer the most important question of all for any analysis of American foreign policy: What is to be done? While current issues of American foreign policy will be addressed in this class, potential students should note that its primary focus is not on the technical/military elements of combating terrorism.

Format: lecture/discussion. Requirements: assignments will include weekly response papers, two 5- to 7-page papers, and a comprehensive in-class final exam. Students will also be required to obtain (free) online subscriptions to the *New York Times* and other current periodicals.

No prerequisites. *Enrollment limit: 50 (expected: 50). Preference given to first-year students and sophomores.*

International Relations Subfield

Hour: 11:20-12:35 TR

MCALLISTER

PSCI 125(S) Power, Leadership and Legitimacy: An Introduction to Leadership Studies (Same as Leadership Studies 125)

(See under Leadership Studies for full description.)

MCALLISTER

PSCI 200(F) The Study of Race and Social Structure: Race, Culture and Incarceration (Same as African-American Studies 200)*

(See under African-American Studies for full description.)

PSCI 201(F,S) Power, Politics, and Democracy in America

Begun as an experiment over 200 years ago, the United States has grown into a polity that is simultaneously praised and condemned, critiqued and mythologized, modeled by others and remodeled itself. This course introduces students to the dynamics and tensions that have animated the American political order and that have nurtured these conflicting assessments. Topics include the primary institutions of national government (Congress, the Presidency, and the Supreme Court) and the politics of policy-making in the United States. We study structures, processes, key events, and primary actors that have shaped American political development. In investigating these topics, we explore questions such as these: How is power allocated? What produces political change? Is there a trade-off between democratic accountability and effective governance? How are tensions between liberty and equality resolved? Do the institutions produce good policies, and how do we define what is good? How are the politics of America different from the

politics of other modern democracies?

Format: lecture/discussion. Requirements: two short papers, one exam, multiple one-page reading response papers, and class participation.

No prerequisites. *Enrollment limit: 35 per section (expected: 35 per section). This is an introductory course, open to all, including first-year students.*

American Politics Subfield

Hour: 9:55-11:10 TR, 11:20-12:35 TR
2:35-3:50 MR

First Semester: THOMAS, C. JOHNSON
Second Semester: A. WILLINGHAM

PSCI 202(F,S) World Politics: An Introduction to International Relations

International politics differs from domestic politics in the absence of centralized, legitimate institutions. Anarchy characterizes the world of sovereign states—there is no world government, nor agreement that one is desirable or even possible. This lack of a common authority means that any dispute among countries is up to the countries themselves to settle, by negotiating, appealing to shared norms, or using force. For this reason, while international relations involves many of the same topics that consume domestic politics—ethnic antagonisms, spending on aid, war, national identity, inequality, weapons manufacture, finance, loans, pollution, migration—it shares few of the same processes for dealing with them. This course covers problems central to international relations. It considers the importance that this radical decentralization has for achieving values we hold, and examines processes that might undermine or support the anarchical system in which we live.

Format: lecture. Requirements: two papers, a final exam, reading response papers, and class participation. No prerequisites. *Enrollment limit: 40 per section (expected: 40 per section). This is an introductory course, open to all, including first-year students.*

International Relations Subfield

Hour: 11:00-12:15 MWF, 1:10-2:25 MR
11:00-12:15 MWF

First Semester: PAUL
Second Semester: C. COOK

PSCI 203(F,S) Introduction to Political Theory

What is justice? What does it entail for individuals and communities? How can it be secured, socially and politically? Who decides? On what basis? These questions have been disputed since their earliest formulations, and they remain controversial. This course introduces the study of political theory by exploring some of its key controversies. Drawing on both contemporary and classic theories, and using practical examples from today's world, we will examine justice in relation to such themes as authority, equality, democracy, power, oppression, liberalism, capitalism, bureaucracy, community, cultural pluralism, and rights. Specific theorists will vary from year to year, but include such thinkers as Plato, Aristotle, Hobbes, Machiavelli, Locke, Rousseau, Marx, Mill, Nietzsche, Weber, Arendt, Rawls, and Foucault.

Format: lecture/discussion. Requirements: two (5-page) papers and a final exam.

No prerequisites. *Enrollment limit: 25 (expected: 20). This is an introductory course; open to all, including first-year students.*

Political Theory Subfield

Hour: 9:55-11:10 TR, 1:10-2:25 TF
8:30-9:45 MWF, 11:00-12:15 MWF

First Semester: M. DEVEAUX
Second Semester: GROFF

PSCI 204(F) Introduction to Comparative Politics

People around the world are all like Americans—or at least they all want to be like Americans, right? Fat chance! People in different countries not only have different resources, but also different experiences, institutions, and values. The very foundations of political life—ideas about belonging, the fair division of social roles, about family and religion, authority, law—are deeply bound up with culture and history. Comparative politics seeks to account for the fantastic variety of political life around the globe. Why were there so many dictators in Latin America? Does oil or diamond wealth inexorably lead to corruption or dictatorship? Why is Canada so darned peaceful? How come some revolutionary governments end up stable and powerful (the US, Cuba) whereas others go berzerk and fall apart (France, Cambodia)? This class grounds students in the fundamental conceptual categories used in comparative political analysis, including nationalism, the state, political culture, institutionalism, religion and politics, constitutionalism, and political economy.

Format: discussion/lecture. Requirements: two papers and a final exam.

No prerequisites. *Enrollment limit: 35 per section (expected: 20 per section). This is an introductory course, open to all, including first-year students.*

Comparative Politics Subfield

Hour: 2:35-3:50 MR, 2:35-3:50 TF

A. SWAMY

PSCI 206(F) Memoirs of African American Social Movements (Same as Leadership Studies 206) (W)*

This course explores African American political theory and practice through the lens of memoir. Beginning with the slave narrative genre, autobiographies of African American activists have served as important tools for organizing support for social movements, providing historical evidence of African American experiences and challenging public policies that affect the African American community. In addition, memoirs have provided an alternative space for African American voices to be heard when they have been excluded or ignored by academic, media and political institutions. Throughout this course, we will ex-

Political Science

amine the history of African American social movements through the life stories of activists such as Harriet Tubman, Paul Robeson, Malcolm X, Assata Shakur and Audre Lorde. We will also observe how these texts reveal concerns that are common to historically marginalized groups about the meaning of autonomy, freedom, justice, authenticity and collective consciousness. In addition, we will consider how personal experiences of race, class, gender, sexuality and citizenship influence various forms of political participation. Last, we will interrogate the subjectivity and distortion of fact that are often found in even the most well-intentioned memoirs.

Format: seminar. Requirements: consistent class participation, one fifteen-page research paper, one twenty-page memoir and one take-home final exam.

No prerequisites. *Enrollment limit: 18 (expected: 18). Preference given to sophomores and juniors.*

American Politics and Political Theory Subfields

Hour: 1:10-3:50 W

HAYES

PSCI 207 Political Elections (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/psci/psci207.html)

MARCUS

PSCI 209 Poverty in America (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci209.html)

C. JOHNSON

PSCI 213(S) Theory and Practice of Civil Rights Protest*

Analysis of the ideas, leadership, tactics, and pivotal episodes of the American Civil Rights Movement. The course will focus on the period from World War II through the 1960s with attention to primary writings about race segregation, civil disobedience, mass political movements, and the conditions that promote or hinder the effective exercise of citizenship rights by racial minorities.

Requirements: a midterm, a paper, and a final exam.

No prerequisites. *Enrollment limit: 39. Open to first-year students with Advanced Placement credit in American Politics.*

American Politics Subfield

Hour: 2:35-3:50 TF

A. WILLINGHAM

PSCI 216(F) Constitutional Law I: Structures of Power

Constitutional Law I focuses on the legal and political regime established by the U.S. Constitution. We concentrate on two themes at the core of American constitutionalism: (1) the respective powers of, and interaction among, the federal government's three branches ("separation of powers"); and (2) the intersections and boundaries of federal and state authority ("federalism"). Specific topics include the Supreme Court's power to overturn actions by political agents; Congress's authority to make laws governing matters not mentioned in the Constitution; Congress's power to strip the courts of authority to decide certain issues; states' power to resist the decrees of federal courts; the president's emergency powers; and war-making authority of both the president and Congress. Most of the reading consists of Supreme Court opinions, but some reading and much discussion will address historical context. Recurring issues include the extent to which the Court does and should heed the framers' intent; the extent to which the Court does and should take into account public opinion and other political considerations; and the significance of John Marshall's famous but somewhat cryptic admonition: "we must never forget that it is a constitution we are expounding."

Format: lecture/discussion. Requirements: a mid-term, final exam, 8- to 10-page paper, and class participation.

No prerequisites, but open only to those first-year students with Advanced Placement credit in American politics. *Enrollment limit: 35 (expected: 35). Preference to Political Science Majors.*

American Politics Subfield

Hour: 11:00-12:15 MWF

THOMAS

PSCI 217(S) Constitutional Law II: Rights

Constitutional Law II explores constraints imposed on governmental power by a system of civil rights. Areas examined include equal protection, due process, freedom of speech and religion. Within these and other broad doctrines, countless specific controversies arise. Those we address include abortion, same-sex marriage, affirmative action, flag-burning, and the death penalty. Much of the reading consists of Supreme Court cases, but we will also pay close attention to the broader context surrounding these cases. A recurring question is the relevance of the Court's undemocratic nature. Should the Court see itself as a tribune of the powerless, which must restrain the political branches or, alternatively, should it generally defer to the people's elected representatives? A closely related question involves the extent to which the Court should confine the rights it protects to those specifically listed in the Constitution. Finally, to what extent do and should judges consult their moral or even political views, as opposed to undertaking a more objective, apolitical or distinctly "judicial" analysis, in reaching decisions?

Format: lecture/discussion. Requirements: a mid-term, final exam, 8- to 10-page paper, and class participation.

No prerequisites, but open only to those first-year students with Advanced Placement credit in American politics. *Enrollment limit: 35 (expected: 35). Preference to Political Science Majors.*

American Politics Subfield

Hour: 11:00-12:15 MWF

THOMAS

PSCI 218 The American Presidency (Same as Leadership Studies 218) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/psci/psci218.html)

MELLOW

PSCI 221 The Causes of War (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/psci/psci221.html)

PSCI 222(S) The United States and Latin America*

This course is a historical survey of the most important political divide in the Western Hemisphere, between the U.S. and the countries of Latin America. The first part of the course will emphasize topics such as U.S. diplomacy toward revolutions and independence movements in Haiti and the Spanish colonies; imperialism and the so-called Spanish-American war of 1898; the Panama Canal; and the Good Neighbor Policy. The middle part of the course will concentrate on the Cold War period, considering how enduring economic interests and new strategic priorities shaped the U.S. response to leftist movements and regimes in Guatemala, Cuba, Chile and Nicaragua, as well as the role of human-rights concerns in policymaking. The final part of the course will discuss, in historical perspective, the main issues that have arisen with the end of the Cold War: trade and investment, drugs, immigration, "post-modern" guerrilla movements, and the embargo on Cuba.

Format: lecture/discussion. Requirements: two short (5-page) papers and either a third short paper and a regular final exam or a medium-length (12-page) research paper and an abbreviated final exam.

No prerequisites. *Enrollment limit: 39. Preference given to Political Science majors.*

International Relations Subfield

Hour: 1:10-2:25 MR

MAHON

PSCI 225 International Security (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/psci/psci225.html)

M. LYNCH

PSCI 228(F) International Organization

Today global politics is frequently conducted in and around numerous international organizations (IOs). Some claim that international organizations represent a new form of government, supplanting states and civic communities, while others argue that they simply serve as fronts for the most powerful national governments and private interests. In truth, some international governmental organizations (IGOs), like the WTO and some UN agencies, do have the power to regulate and govern the behavior of states, while others, like the UN's General Assembly, mainly cajole or shame. Some nongovernmental organizations (NGOs), like the Red Cross or Amnesty International, play key roles in making international law and in providing life-saving services to individuals; others, like the World Association of Esperantist Vegetarians, have little influence. This course examines the historical background, theoretical perspectives and practical issues relating to the role IOs play across a wide variety of issues, including peace and security, human rights, and economic development, emphasizing the development of international norms and values and how they are embedded in these institutions and bureaucracies.

Format: lecture. Requirements: class participation, two essays, and a final exam

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to political science majors.*

International Relations Subfield

Hour: 1:10-2:25 MR

C. COOK

PSCI 229(S) Global Political Economy

Thirty years ago the production, distribution, consumption and accumulation of goods, services and capital were predominantly national, organized by nation-states and within national territories. Today they all are increasingly global in scope, and nation-states find themselves more and more the subjects of mobile transnational corporations, international trade tribunals, global currency markets and natural resources cartels than their masters. All of these developments have direct and far-reaching effects on the power of states, the wealth of societies, and the life chances of billions of people around the world. This course offers a broad introduction to the politics of global economic relations, emphasizing the inherent and inseparable intertwining of politics and economics, power and wealth, the state and the market. It begins with a short overview of liberal, economic Nationalist, Marxist and green theoretical traditions (including Smith, Keynes, List, Marx, Polanyi and others) and a study of the emergence of the contemporary global order. We will examine both global trade and global finance, along the way focusing on important issues of current interest including free trade and the WTO, the spread of transnational corporations, dollarization, international labor standards, and uneven development.

Format: lecture/discussion. Requirements: three 5- to 7-page papers and a final exam.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference given to Political Science majors.*

International Relations Subfield

Hour: 9:55-11:10 TR

PAUL

PSCI 230 American Political Thought (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/psci/psci230.html)

PSCI 231 Ancient Political Theory (Same as Philosophy 231) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/psci/psci231.html)

GROFF

Political Science

PSCI 232(S) Modern Political Theory (Same as Philosophy 232)

The dominant moral, political and social theoretical framework associated with the Enlightenment generally, and with the development of capitalism in England and the rise of modern physical science more specifically, is markedly different from that of the Ancients. It is arguably the framework within which most debate in the West still occurs. Yet while (or perhaps because) it constitutes something of a shared horizon, the framework itself is often simply taken for granted. The project of this course will be to make the parameters of much contemporary thought explicit by tracing the development of the tradition to which we are in large part heir. Class will involve careful reading and critical discussion of works by Hobbes, the Levellers, Locke, Rousseau, Kant, Hegel and Mill.

Format: seminar with added lecture as needed.

Requirements: class participation, three short (2- to 3-page) writing exercises, one (6- to 7- page) essay and an exam.

No prerequisites. *Enrollment limit: 35 (expected: 20). Preference given to Political Science majors.*

Political Theory Subfield.

Hour: 2:35-3:50 TF

GROFF

PSCI 236T(S) Social Capital (W)

“Social capital” refers to the distinctively human resources and social relations that characterize a given polity. Social and political theorists since Pierre Bourdieu and Alexis de Tocqueville have advanced arguments about the source and value of social capital and how it is best sustained and developed. Contemporary thinkers continue this discussion, arguing about whether and why civic engagement is important, how civic spaces and civil society might be rejuvenated, and democracy “deepened.” This course offers a critical exploration of the issues and questions that attend the idea of social capital. We begin by looking at the origins of thinking about social capital, in the political theory of Bourdieu, de Tocqueville, and Antonio Gramsci, and then turn to more recent debates about the value of social capital and a renewed civil society. We will read works by such thinkers as Robert Putnam, Sidney Verba, Iris Young, and Cass Sunstein, as well as writers associated with communitarianism and “third way” politics. Finally, we will critically interrogate the social capital thesis from the standpoint of questions about gender and culture.

Format: tutorial. Requirements: five lead essays and five critiques, one final paper.

Prerequisites: previous course in political theory or philosophy, or permission of instructor. *Enrollment limit: 10 (expected: 10).*

Preference given to Political Science majors.

Political Theory Subfield

Hour: 8:30-9:45 MWF

M. DEVEAUX

PSCI 238(F) The Idea of Democracy (W)

Participants in this course will undertake a sustained theoretical discussion of a seemingly simply idea: rule by the people. We will address several basic questions. Who are “the people?” Why should they be entrusted with political power? What does “ruling” involve? Over what areas of life is it proper for “the people” to exercise control? With these questions in mind, we will examine key positions on the topic as they have appeared in the history of Western political thought as well as in more recent, specifically American works.

Format: lecture/discussion. Requirements: regular response papers, three essays.

No prerequisites, though Political Science 201 or 203 are recommended.

Enrollment limit: 19 (expected: 18). Preference given to Political Science majors.

Political Theory Subfield

Hour: 9:55-11:10 TR

GROFF

PSCI 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/psci/psci239.html)

A. WILLINGHAM

PSCI 241 Order, Disorder and Political Culture in the Islamic World (Same as International Studies 101 and INTR 295) (Not offered 2005-2006; to be offered 2006-2007)*

(See under International Studies for full description.)

International Relations and Comparative Politics Subfields

DARROW and MACDONALD

PSCI 246(S) Nature, Wealth and Power: Social Science Perspectives on Conservation and Natural Resource Management in the Developing World (Same as Environmental Studies 246)* (See under Environmental Studies for full description.)

PSCI 247(S) Political Power in Contemporary China*

The People's Republic of China presents us with two grand political narratives: socialism and democracy. In the Maoist era, a distinctive understanding of socialism, which claimed to be a more genuine democracy, brought hope and, ultimately, tragedy to hundreds of millions of people. In the post-Mao era, Chinese politics has been driven by the need to redefine socialism in the wake of the world-historic calamities of the Great Leap Forward and the Cultural Revolution and, more recently, the end of the Cold War. The state cannot simply give up the socialist myth because without it the rationale for Communist Party hegemony evaporates. But China's rulers cannot avoid political reform, both ideological and

institutional, because to do so heightens the legitimacy crisis born of Maoist failures. Within this context has emerged the contemporary Chinese democracy movement which, in all of its complexity, looks to both socialist discourse and Western practice to create a new politics that checks tyrannical abuses of state power and engenders a civil society. What is Chinese democracy now? What are its prospects and what is its relationship to the ideas of socialism?

Format: lecture/discussion. Requirements: two short papers and a final exam.

No prerequisites. *Open to first-year students with Advanced Placement credit in Comparative Politics.*

Comparative Politics Subfield

Hour: 8:30-9:45 TR

CRANE

PSCI 251(S) The Politics of India*

India, often called "the world's largest democracy," is one of the most interesting and complex countries in the world. This course explores India's many kinds of politics. We will examine five broad areas: the historical roots of India's institutions in the country's struggle for independence; debates and conflicts over economic policy; policies toward and conflicts over India's many cultural divisions, including caste, language and religion; the variety of politics and patterns in the country's various regions; and foreign policy. Format: lecture/discussion. Requirements: two essays, final examination, active and constructive class participation.

No prerequisites. *Enrollment limit: 30 (expected: 25). Preference given to political science and to Asian Studies majors.*

Comparative Politics Subfield

Hour: 2-35-3:50 MR

A. SWAMY

PSCI 252 Terrorism in Comparative Perspective (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/psci/psci252.html)

MACDONALD

PSCI 253(S) Japanese Politics*

Japan's politics are unique. Its culture and people are thoroughly Eastern, yet its institutions were designed in the West; it comfortably shares the ranks of the greatest powers, yet its history is unlike theirs. This course examines the politics and policies of contemporary Japan. We survey the core political institutions of the postwar era, examine patterns of political interaction, and investigate current policy debates. The 1990s were marked by numerous political changes at various levels in Japan, including the introduction of a new electoral system, a shift from one-party rule to coalition government rule, bureaucratic breakdown, and extreme volatility in economic policy outcomes. This course investigates the significance of these changes and identifies enduring patterns. The latter half of the course focuses primarily on the puzzle of how Japan's political-economic structures and policies, which were successful for so long, have proven to be so disastrous as of late. Throughout the course, students will be encouraged to think about Japanese politics in a comparative context, and to consider the functioning of the Japanese political system within the framework of more theoretical debates in political science. No prior knowledge of the broader theoretical literature is assumed or expected, however.

Format: lecture/discussion. Requirements: response papers, midterm essay, class participation, a final take-home essay exam.

No prerequisites. *Enrollment limit: 30 (expected: 20). Preference given to political science and to Asian Studies majors.*

Comparative Politics Subfield

Hour: 11:00-12:15 MW

BONG

PSCI 261(S) American Foreign Policy (W)

American foreign policy since the founding has been, in some ways, surprisingly consistent. The contemporary war on terrorism and neo-conservative revolution join a long line of events—wars, assassinations, economic disasters, bombings—equally radical in their break from the past. But has policy really changed? This course starts with competing theories and explanations that can inform us about ongoing and persistent themes in American policy. Questions (and there are a lot of them) posed include: Is there a trade-off between security and morality? Is America a truly exceptional nation? What does the U.S. mean when it talks about enlarging democracies? What should the country's role in the world be? These questions preceded the Cold War and are still with us in the 21st century. Case studies will include the ideology of manifest destiny, the Mexican-American War, and the Spanish-American War alongside specific incidents such as Munich, Pearl Harbor, the Tonkin Gulf Resolution, and September 11th. Students will be challenged to think where they stand on these issues and contemplate what future policy America should follow.

Format: seminar. Requirements: class participation, three papers.

No prerequisites. *Enrollment limit: 18 (expected: 18). Preference given to sophomores.*

International Relations Subfield

Hour: 1:10-2:25 MR, 11:20-12:35 TR

C. COOK

PSCI 262 America and the Cold War (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/psci/psci262.html)

MCALLISTER

Political Science

PSCI 265 The International Politics of East Asia (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/psci/psci265.html)

CRANE

PSCI 266(F) Politics of Humanitarian Intervention

Humanitarian concerns have become increasingly bound up with our traditional understanding of security. With the recent exceptions of Iraq and Afghanistan, the great powers have, since the Cold War's end, engaged their combat missions directly and primarily to end humanitarian disaster and gross human rights abuse. Yet failures both of intervention (in Somalia) and of nonintervention (in Rwanda) have made this practice controversial for the military, foreign policy decision-makers, and the public. This course addresses the when, where, why and how of humanitarian intervention by looking at competing theories, and interlocking factors such as ethnic conflict, sovereignty, and state failure in the context of the expanding role of international norms, laws and institutions, which have developed since World War II and the Holocaust. The cases to be discussed include Bosnia, Kosovo, Somalia, Rwanda, Haiti, Democratic Republic of the Congo, East Timor and Sierra Leone.

Format: lecture/discussion. Requirements: research paper, weekly reading response papers and a midterm essay.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to political science majors.*

International Relations Subfield

Hour: 2:35-3:50 MR

C. COOK

PSCI 268(F) U.S. and the Two Koreas*

As the staging-ground for the collision between the great powers, the Korean peninsula has been a pivotal geopolitical area in modern history. Since the creation of a diplomatic relationship with the Korean kingdom in 1882, the United States has been long and deeply involved in the historical changes that influenced the fate of Korea as a country. With the end of the Cold War and the new threat of international terrorism, the U.S. involvement in the foreign policy decisions of the Korean peninsula is far more critical today than in the past. The main goal of this course is to introduce students to the complexities of U.S. relations with both North and South Korea. This will involve surveying the historical background, and examining the key issues and challenges the countries face today. Is the U.S. responsible for the division of Korea and the delayed democratization in South Korea? Can the U.S.-South Korean military alliance survive another fifty years? Despite military threats from the North, why have South Koreans become increasingly critical of U.S. policy? Is "regime change" the best way for the U.S. to resolve the North Korean nuclear crisis and make the country safer from terrorism? Will North Korea disappear in the near future? Using the perspectives of the U.S. and the two Koreas, this course explores these topics to gauge the undercurrents that affect US-Korean relations.

Format: lecture/discussion. Requirements: two papers, leading of one class discussion, class participation, and a final take-home exam.

Prerequisites: at least one course in Political Science or Asian studies. *Enrollment limit: 25 (expected: 15)*

International Relations Subfield

Hour: 11:20-12:35 TR

BONG

PSCI 270T(F) Environmental Policy (Same as Environmental Studies 270T) (W)

(See under Environmental Studies for full description.)

PSCI 277 Political Islam (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/psci/psci277.html)

M. LYNCH

PSCI 285(S) The Revolutionary Generation: Galaxy of Leaders (Same as Leadership Studies 285)

(See under Leadership Studies for full description.)

PSCI 300(S) Research Design and Methods

In social science research, clear rules govern how to choose cases, how to infer causation, and how to recognize and assess disconfirming evidence. This course teaches those rules. Every week, students learn, apply, and evaluate a research technique. We discuss how to state a researchable question and how to determine what counts as an answer to that question. We consider what constitutes valid evidence, how to identify and evaluate alternative explanations for the same event, and how to separate coincidence from cause. Students do interviews, surveys, archival research, case studies and field studies. The course assumes no statistics although students will have to (gasp) multiply; instead, our focus is on the issues involved in conceiving and executing a research project in the social sciences.

Format: lab. Requirements: weekly papers applying a method or research problem to a topic chosen by the student or class.

Prerequisites: junior or senior standing—this course is for students interested in the techniques and rules governing social investigation. *Enrollment limit: 15 (expected: 6).*

Counts for all subfields.

Research Skills Course

Hour: 1:10-2:25 MR

SHANKS

PSCI 306(S) Practicing Feminism: A Study of Political Activism (Same as ArtS 306 and Women's and Gender Studies 306)

This course explores the issues and problems of putting feminism into practice. What constraints and opportunities confront feminists as they struggle for social change? What are the sources of and limits on their power? How and when do they choose to compromise and negotiate, or object and fight? How are these issues represented in the culture through the press, through other media, through art? We will examine issues such as organizational dynamics, budgetary and administrative constraints, client-staff interactions, power and dependency, and mother-child-family relationships. We will also look at artwork about social issues; activist in nature, and critique imagery from ads to websites that portray women in a range of manners. Students do fieldwork at community agencies involved in health care, social services, and work. A variety of interactions with these organizations are encouraged, ranging from administrative and service work to public art projects that might raise awareness of feminist issues in the community.

Format: discussion. Requirements: 1) Students intern at community agencies. These internships require a minimum of 4 hours per week. The internships are to begin the first week of class—OR total at least 48 hours during the semester. 2) Weekly response papers of 1-2 pages are expected; these will relate the website to the issues and readings of each week; the questions to be addressed will be posed week by week. 3) There are three projects required through the semester that center on the work sites; these may be public art projects or written papers. 4) Class participation is expected as the principal format of the class is discussion.

Prerequisites: Women's and Gender Studies 101; any 200-level courses in Political Science, Studio Art, Sociology. *Enrollment limit: 19 (expected: 12). Preference given to Women's and Gender Studies concentrators.*

Hour: 7:00-9:40 p.m. M

C. JOHNSON and DIGGS

PSCI 310 Political Psychology (Same as Psychology 345) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/psi/psi310.html)

MARCUS

PSCI 312 Southern Politics (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/psi/psi312.html)

A. WILLINGHAM

PSCI 314T(F) American Political Development (W)

From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet has also proven to be remarkably enduring. How can this be? Where and how has the country's political history been stable? What accounts for the timing of upheavals? Who or what causes them? What sorts of transformations have been possible? Finally, what are the costs of change (and of continuity)—and who pays them? The goal of this tutorial is to gain an understanding of the country's continuity, along with the impulses behind its transformative episodes, especially in the state's relation to society and to the economy. When does the state protect property and liberty? When does it prioritize equality? We look at what led to the civil rights movement, how women won the right to vote, and why rights-denying and discriminatory legislation and practices persist. We also read about the social and economic decisions of particular leaders, such as Franklin D. Roosevelt, who, some argue, succeeded in building the modern welfare state at the cost of a vibrant democratic party politics. Last, we look at arguments that America as a whole, and throughout its history, has been "exceptional" and unlike other countries, as well as critiques of these arguments, to help us gain an understanding of future possibilities for political change.

Format: tutorial. Requirements: five lead essays and five critiques, one final paper.

Prerequisites: previous course in American politics. *Enrollment limit: 10 (expected: 10). Preference given to Political Science majors.*

American Politics Subfield

Hour: 8:30-9:45 TR

MELLOW

PSCI 315(S) Parties in American Politics

Political parties have played a central role in extending democracy and organizing power in the United States, yet their worth is a continuing subject of debate. In one ideal formulation, parties not only link citizens to their government, they also provide the coherency and unity needed to govern in a political system in which power is widely dispersed. But there is also an American tradition of antipathy toward parties. They have been criticized for inflaming divisions among the people and for grid-locking the government. For others, political parties fail to offer citizens meaningful choices; the Republican and Democratic parties are likened to a choice between "tweedledee and tweedledum." This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. How have the parties changed over time? Throughout the course, we will explore such questions as: What constitutes a party? For whom do they function? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? And, in the age of technology and mass communications, are parties still relevant?

Format: lecture/discussion. Requirements: two 6- to 8-page papers, one 10- to 12-page paper, class presentation, and class participation.

Prerequisites: Political Science course at the 200 or 300 level or permission of instructor.

Political Science

Enrollment limit: 19 (expected: 19). Preference given to Political Science majors.

American Politics Subfield

Hour: 1:10-2:25 TF

MELLOW

PSCI 317(S) Environmental Law (Same as Environmental Studies 307)

(See under Environmental Studies for full description.)

PSCI 318(F) The Voting Rights Act and the Voting Rights Movement*

This course examines a key example of struggle over government policy after it becomes law. We investigate efforts to implement policy and the counter-offensive to subvert the same, often while retaining the letter of the law. The major focus of the course is the U.S. Voting Rights Movement, a product of the Voting Rights Act of 1965, and one prime illustration of the debate over a policy consensus in the context of fragmentation represented by federalism, separation of powers, and racial and ethnic diversity in the polity. The course selects from a range of contemporary policy areas for comparison, including abortion rights, environmental protection, educational equity, immigration, regulation of business, and public support for the arts.

Format: discussion. Requirements: five short papers.

Prerequisites: permission of the instructor. *Enrollment limit: 19 (expected: 19).*

American Politics Subfield

Research Skills Course

Hour: 2:35-3:50 MR

A. WILLINGHAM

PSCI 319(S) War and the Constitution (W)

During the Civil War, Abraham Lincoln asked if constitutional government was forever destined to be either too strong for the liberties of its people, or too weak to protect itself. Since the terrorist attacks on September 11th, 2001, Americans are once again asking this question. Waged both at home and abroad, the "war on terror" raises some of the oldest and most fundamental questions in American constitutional interpretation; indeed, it raises issues that speak to the nature of constitutional government as such. Who has the constitutional authority to declare and wage war? How does the Constitution apply in wartime? Might war justify extraconstitutional action? What are the relationships among international law, the laws of war, and the Constitution?

Format: seminar.

Prerequisite: Political Science 216, 217, or 223. *Enrollment limit: 19 (expected: 19). Preference given to Political Science majors.*

American Politics Subfield

Hour: 2:35-3:50 MR

THOMAS

PSCI 326 Imperialism (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/psci/psci326.html)

PAUL

PSCI 327(S) The Global Politics of Development and Underdevelopment (Same as Environmental Studies 329)*

Consider a photograph of the Earth at night taken from space. What will you see? Great agglomerations of light in some parts of the world (North America, Western Europe, parts of East Asia) contrasted with vast expanses of darkness in other parts (much of Central and South America, Southeast Asia and nearly all of Africa). This pattern of light and darkness depicts a vastly unequal global distribution of technology, urban infrastructure, capital accumulation—in short, the global patterns of development and underdevelopment. These areas are connected through commodity chains, capital mobility, migration, political authority and the natural environment. So why are some areas light and other dark?

This course focuses on the global factors influencing development and underdevelopment, political-economic connections across national borders, and the intersections of power, production and nature. We cover topics such as theories of development and industrialization, urban-rural relations, urban bias in development policy, industrial agriculture, global agricultural trade, food security and hunger, international development organizations (WTO, World Bank, UNCTAD, Food and Agriculture Organization), peasant rebellions, 'resource wars,' sustainable development and 'eco-imperialism'.

Format: discussion. Requirements: several short (3-4 pp.) papers, one long (10-12 pp.) paper, class participation

Prerequisites: Political Science 202 or Economics/Environmental Studies 234. *Enrollment limit: 19 (expected: 14).*

International Relations Subfield

Hour: 1:10-2:25 MR

PAUL

PSCI 331T(F) Non-Profit Organization and Community Change (W)

Two converging realities create a political and intellectual problem: an evolving recognition of the vitality of private sector supported community organization work; and the challenge that such organizations may have to assume a larger role due to reductions in public agency support and declining participation among the poor and racial minorities. In the United States these agencies—essentially NGOs—play important roles in communities and movements, often modeling the very programs adopted by the government. Some, like the Highlander Center, have near-mythical status in our memories about what it means to

struggle for social change; others, including HARYOU, were critical in structuring thought about anti-poverty strategies. In recent years some like Teach for America have plunged into the thick of the effort to keep public education a viable option. This tutorial examines the role of non-profits and social justice work in the United States focusing on the non-profit as a type, governance and staffing, fund-raising and persecution. The tutorial examines research and writing on the non-profit in U.S. social justice advocacy as well as focuses on specific cases.

Format: tutorial. Requirements: five 3-page papers and a final paper of 15 pages.

Prerequisites: an interest in and experience with community-based organizations involved in advocacy work with adult citizens on race, economics, equity, or other issues. *Enrollment limit: 10.*

American Politics Subfield

Hour: 2:35-3:50 TF

A. WILLINGHAM

PSCI 333(F) Economic Liberalism and Its Critics (Same as Economics 301 and Political Economy 301)

(See under Political Economy for full description.)

PSCI 335 Public Sphere/Public Space (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/psi/psi335.html)

M. REINHARDT

PSCI 336(S) Sex, Gender, and Political Theory (Same as Women's and Gender Studies 336)

This course focuses on political theorizing about sex and gender. We take up a range of perspectives on the "gendered" nature of political concepts and categories, and examine the place occupied by women within mainstream political theory. Some questions we address include: Does inequality in the private and social realms reflect public and political forms of inequality, and vice versa? How should we explain differences and inequities between men and women: by invoking biological factors, or by pointing to social and historical explanations? Is there a unified conception of "woman" which can ground these generalizations and secure a common basis for political solidarity? And can we make general claims about women's and men's lives and differences without negating important differences in terms of race, ethnicity, class, and sexuality? In addition to surveying the development of different contemporary feminist perspectives—such as liberal, socialist, radical, and postmodern feminist views—we will examine the application of these arguments to particular issues in theory and practice: reproductive choice and new reproductive technologies, pornography, body image, motherhood, and prostitution.

Format: lecture/discussion. Requirements: class participation, presentations, 2 papers (6-8 pages) and a final take-home exam.

Prerequisites: one previous course in political theory or philosophy, or Women's and Gender Studies 101. *Enrollment limit: 19 (expected: 19).*

Political Theory Subfield

Hour: 11:20-12:35 TR

M. DEVEAUX

PSCI 337(S) Art and Justice (Same as ArtS 311 and INTR 307) (W)

(See under IPECS—INTR 307 for full description.)

M. REINHARDT and DIGGS

PSCI 339(S) Political Liberalism: Rawls and his Critics (Same as Philosophy 339)

(See under Philosophy for full description.)

CLARKE

PSCI 341 The Politics of the Global Economy: Wealth and Power in East Asia (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/psi/psi341.html)

CRANE

PSCI 342(F) East Asia and Globalization*

From the "Four Tigers" to the Asian financial crisis, East Asian countries have been at the leading edge of globalization's spectacular ups and precipitous declines. This upper-level seminar examines how well the various theories of globalization explain East Asian experiences. We will cover the theoretical assumptions that underpin claims about globalization in East Asia, and empirically investigate the ways that states have responded to globalization at the local, national, and regional levels in a number of issue areas (e.g., security, economics, politics, culture, and the environment). We will also pay attention to the hurdles the region faces in realizing its collective objective of meeting the challenges of globalization, comparing in particular its historical legacy with that of Europe. What factors account for the similarities and differences in political and economic development across East Asian countries? What roles do political culture, legacies of colonialism, and authoritarianism play when examining regional cooperation and identity transformation in East Asia? We will examine how crises have affected the balance between state and society while simultaneously deepening regional cooperation among actors in the region.

Format: seminar. Requirements: Five response papers, leading of one class discussion, class participation, a research paper

Prerequisites: at least two courses in comparative politics, international relations, Asian studies, or political economy. *Enrollment limit: 18 (expected: 15).*

Comparative Politics and International Relations Subfields

Hour: 1:10-3:50 W

BONG

PSCI 343(S) Comparative Politics of Nationalism and Ethnic Conflict (W)*

Nationalism and ethnicity motivate political action around the world. In many regions, they are the dominant organizing principles of politics. This course examines the origins, varieties, consequences and pos-

Political Science

sible responses to nationalist and ethnic movements. We examine the appeal of ethnic movements, asking whether they build upon pre-modern, primordial attachments, modern forces, or something else. We consider whether these movements are compatible with modern society and democratic processes, and whether they are driven by cultural grievances, motivated by economic gain, or spurred on by another goal. We repeatedly confront the question of why ethnic differences result in conflict in some places and not others. A combination of theoretical readings and case studies, drawn both from the experience of the industrialized west and from the contemporary third world, make up the course readings.

Format: seminar/discussion. Requirements: two papers on readings, two drafts of a research paper, class presentations, final research paper.

Prerequisites: political science 201, 202, 203, or 204. *Enrollment limit: 18 (expected: 16). Preference given to political science majors. Comparative politics subfield.*

Hour: 2:35-3:50 TF

A. SWAMY

PSCI 346 (formerly 246) Mexican Politics (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/psci/psci346.html)

MAHON

PSCI 347(S) Korea's Democratization*

Various theories purport to explain democratization and its effects. This course uses the politics of the Korean Peninsula as a testing-ground for these contending theories. Before the 1997 Asian financial crisis, South Korea was widely regarded as among the leaders of the so-called "third wave of democracy." It attained a rare but exemplary success, as it achieved both spectacular economic growth and political liberalization. Yet recently there have been an increasing number of intellectual and political debates both inside and outside the country on whether the country can cope with the consequences of further political and economic "maturation." Since South Korea has, in recent history, toppled authoritarian military regimes and built one of the most affluent economies, this course will also examine the ways Koreans themselves think of what democracy means. As we tack back and forth between democratization theories and the Korean experience, we will pursue the following topics: national identity, the unabated tension between ethnic conceptualization and civic order, civil society before and after the anti-authoritarian movement, the rise and fall of the minjung ideology, developmental state vs. crony capitalism, women and male-oriented politics, nationalist, anti-American, and pro-North Korean youth in Korea, segewha movement in response to globalization, and selective co-option of overseas Koreans.

Format: seminar. Requirements: response papers, class discussion and participation, three essays.

Prerequisites: at least one course in the Political Science or Asian Studies program. *Enrollment limit: 25.*

Preference given to political science and to Asian Studies majors.

Hour: 1:10-3:50 W

BONG

PSCI 349T(S) Cuba and the United States (W)*

Between Cuba and the U.S. there is a long and deeply felt history of dependence and conflict. After the collapse of the USSR, Cuba entered a deep economic depression and in response, began a decade-long "special period" that has combined new repression with an opening to religious practice, and strong official protection of the social "conquests of the Revolution" with a vigorous popular pursuit of the Yankee dollar. Where is Cuba headed? Can the U.S. do anything constructive at this juncture? This course examines Cuba's relationship with its often troublesome and demanding neighbor to the north, from José Martí and 1898 to the present. Materials include journalism, official pronouncements of the Cuban revolutionary regime, travel accounts, polemics by émigrés, policy statements of the U.S. government, and a wide range of academic works. In the first week the entire class will meet once for lecture and discussion on Cuba's colonial political economy. In the next ten weeks we will consider ten themes. In the final week we will discuss the twelfth theme, the future of Cuba, in another meeting of the entire group.

Format: tutorial (The posted class hour will only be used for meetings in the first and last weeks of classes.). Requirements: students write 5-page papers and two-page responses for alternate sessions, for a total of five papers and five responses. In the tutorial session, essays will be read aloud or presented in outline form, then critiqued by the discussant, and then defended.

Prerequisites: any course on Latin America. *Enrollment limit: 10 (expected: 8). Preference given to Political Science majors and seniors.*

Comparative Politics Subfield

Hour: 8:30-9:45 TR

MAHON

PSCI 364(F) George Kennan and the Dilemmas of American Foreign Policy (W)

A grand strategist and historian, George Kennan has consistently criticized American foreign policy for its inconsistencies and contradictions. Most historians, however, have generally viewed Kennan as an intellectual whose own work is characterized by exactly those flaws. It is not hard to see why Kennan represents such a puzzle to historians. Kennan rose to prominence as a conservative and hostile critic of the Soviet Union, but for most of the Cold War argued against confrontational policies toward the Soviet Union. Kennan authored the doctrine of containment in the late 1940's, but spent most of the last fifty years denouncing the very policies usually justified in the name of containment. Has Kennan been misunderstood by both policymakers and historians, or is it the case that Kennan's own philosophy of American power is either incoherent or contradictory? This seminar examines Kennan's work as both a grand strate-

gist and a historian of American foreign policy.

Format: seminar. Requirements: class participation, three 10-page papers.

Prerequisites: at least two classes in political science and/or history. *Enrollment limit: 19 (expected 16).*

Preference given to junior Political Science and History majors.

International Relations Subfield

Hour: 2:35-3:50 TF

MCALLISTER

PSCI 397(F), 398(S) Independent Study

Open to junior majors with permission of the department chair.

SENIOR COURSES

PSCI 410(F) Senior Seminar in American Politics: The American State

Is globalization eroding the American state? Is the threat of terrorism rebuilding it? Mainstream assessments of the American state have long claimed that it is weak relative to states in Europe and elsewhere. The class probes this premise and explores how recent trends in the global arena are affecting the American state. We will assess traditional theories about the weak state in light of the military build-up of the post-World War II era and the expansion of government services and programs during the New Deal era. Other topics examined will include the extractive capacity of the state, the state's regulatory apparatus, the growth of the bureaucratic state, the expansion of the penal system, and the use of the state to regulate home or "private" life. The first half of the semester will be spent refining our definition of state strength and exploring the normative implications. The second half of the semester will focus on students' individual research projects. Students will explore an area of state growth and/or decline (e.g., the state as global police, the state as nation-builder, the state as market-developer) that especially interests them.

Format: seminar. Requirements: regular responses to the readings, a midlength paper on common readings, and a final research paper with oral presentation.

Prerequisites: at least two classes in American politics. *Enrollment limit: 16 (expected: 16).* *Preference given to senior Political Science majors. Also open to comparative politics concentrators.*

American Politics Subfield

Hour: MR 2:35-3:50

MELLOW

PSCI 420(F,S) Senior Seminar in International Relations: Globalization and War (W)

This seminar examines whether the war on terrorism and the war in Iraq have fundamentally altered the trends of globalization that unfolded over the previous few decades. We first read about globalization. We will not read everything there is to read about globalization; nor will we attempt to survey all theoretical perspectives on globalization. Rather, we engage several different perspectives to familiarize ourselves with the major issues. Students write two five-page papers on two of the books we read together. The second part of the course centers on individual student research projects. Each student chooses some facet of the Iraq war or the war on terrorism and, throughout the semester, combs journalistic and academic sources for information. Each student makes a presentation to the class on the topic of his or her research and, finally, each writes a 20-page research paper engaging the question of how that particular aspect of the war on terrorism or the war in Iraq has influenced larger processes of globalization.

Format: seminar. Requirements: seminar participation, two short papers, class presentation, research paper.

Prerequisites: at least two previous classes in international relations, and junior or senior standing. *Enrollment limit: 16 (expected: 16).* *Preference given to senior political science majors.*

International Relations Subfield

Hour: 1:10-2:25 MR

9:55-11:10 TR

First Semester: CRANE
Second Semester: CRANE

PSCI 420(S) Senior Seminar in International Relations: American Hegemony and the Future of the International System (W)

Since the time of Thucydides, world politics has often been a story of several great powers competing for power, wealth, and security. The collapse and dissolution of the Soviet Union, however, left the United States in a position of dominance that has no parallel in history. This course examines how international relations theorists and American policymakers have grappled with the dilemmas and opportunities of global hegemony since 1989, with a particular focus on the challenges that have emerged in the aftermath of September 11. Will other powers, such as China or a united Europe, inevitably challenge American dominance? Should America actively seek to promote its ideas and values throughout the world? Does a hegemon have unique and special responsibilities for advancing international justice? What kind of grand strategy should the United States pursue, both now and in the future? Why does so much of the world seem to resent American hegemony?

Format: seminar. Requirements: course assignments will include weekly papers and a 25- to 30-page research paper.

Prerequisites: two courses in international relations. *Enrollment limit: 16 (expected: 16).* *Preference given to senior Political Science majors.*

International Relations Subfield

Hour: 1:10-2:25 TF

M. LYNCH

Political Science

PSCI 420/440(F) The Power of the Purse in International Politics (W)

President Bush argued in his second inaugural address that for the United States, the spread of freedom abroad is the main guarantee of security at home. Liberal states tend to be more peaceful and more agreeable to U.S. foreign policy goals. But how could a country spread freedom? This course explores one of the best-established answers to this question, tracing the various connections among the ways states obtain revenue and the ways they act and evolve. It first considers the historical rise of parliamentary liberalism in England, in contrast to the Continent, and the question whether some kinds of taxation facilitated despotism and others, parliamentarism. It next turns to the current literature on the connection between oil wealth and authoritarianism. It then considers the influence of creditors, in today's global bond markets, on political outcomes, before looking at the question whether foreign aid ought to be conditioned on political reform. What is the relationship between markets and democracy?

Format: seminar. Requirements: one medium-length book summary paper, two short reaction papers, a 20-page research project, short oral presentations.

Prerequisites: at least two classes in international or comparative politics. *Enrollment limit: 16 (expected: 16). Preference given to political science seniors*

International Politics and Comparative Politics Subfields

Hour: TF 1:10-2:25

MAHON

PSCI 430(F) Senior Seminar in Political Theory: Contemporary Political Thought

This course will offer students the chance to engage with a number of complex, synthetic works of recent political theory, each of which centers on the question "Where are we, and how did we get here?" All of the books that we will read are efforts by their authors to assess critically the contours of contemporary thought by constructing a certain kind of historical narrative regarding the intellectual lineages of the present. Thinkers whom we may read include Charles Taylor (*Sources of the Self*), Alasdair MacIntyre (*After Virtue*), Ellen Wood (*Democracy Against Capitalism*), Benjamin Barber (*Strong Democracy*), and Thomas Spragens (*The Irony of Liberal Reason*). We may also consider Leo Strauss (*Natural Right and History*) and/or Max Horkheimer (*Eclipse of Reason*).

Format: seminar. Requirements: regular seminar response papers, one midterm essay, and one final research paper.

Prerequisites: junior or senior standing and two courses in political theory. *Enrollment limit: 16 (expected: 10). Preference given to Political Science majors.*

Political Theory Subfield

Hour: 10:00-12:40 F

GROFF

PSCI 481(F)-W33-482(S) Advanced Study in American Politics

A year of independent study under the direction of the Political Science faculty, to be awarded to the most distinguished candidate based upon competitive admissions. The candidate, designated the *Sentinels of the Republic Scholar*, receives a research stipend to cover costs associated with the proposed project. The *Sentinels Scholar* may submit her/his essay for consideration for honors in Political Science.

Admission is awarded on the basis of demonstrated capacity for distinguished work and on the proposal's promise for creative contributions to the understanding of topics on the federal system of government. Anyone with a prospective proposal should contact the department chair for guidance.

PSCI 493(F)-W31-494(S) Senior Thesis

The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-W31-494 designation and not a separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.

Research Skills Course

Hour: 10:00-10:50 MWF

SHANKS

PSCI 495(F)-W32, W32-496(S) Individual Project

With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research—rather than taking the Senior Seminar—in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

Prerequisites: two elective courses in the major's subfield specialization.

PSCI 497(F), 498(S) Independent Study

Open to senior Political Science majors with permission of the department chair.

PSYCHOLOGY

(Div. II, with some exceptions as noted in course descriptions)

Chair, Professor LAURIE HEATHERINGTON

Professors: CRAMER***, FEIN***, GOETHALS***, HEATHERINGTON, KASSIN, KAVANAUGH, KIRBY*, P. SOLOMON, ZIMMERBERG. Associate Professors: M. SANDSTROM, SAVITSKY, ZAKI*. Assistant Professors: N. SANDSTROM*, A. SOLOMON, Senior Lecturer: ENGEL. Visiting Assistant Professors: J. CHANG, SCINTA, SUNDERMEIER.

MAJOR

For the degree in Psychology, students must complete a minimum of nine courses as outlined below:

- 1) Psychology 101 Introductory Psychology
- 2) Psychology 201 Experimentation and Statistics
- 3) Three 200-level courses, with at least one from each of the following groups.

Group A	Psychology 212 Neuroscience
	Psychology 221 Cognitive Psychology*
	Psychology 222 Cognitive Science*
Group B	Psychology 232 Developmental Psychology
	Psychology 242 Social Psychology
	Psychology 252 Psychological Disorders
	Psychology 272 Psychology of Education

*Either Psychology 221 or 222, but not both, can count towards the three required 200-level courses.

- 4) Three 300-level courses from at least two of the areas listed below:

Area 1:	Behavioral Neuroscience (courses with middle digit 1)
Area 2:	Cognitive Psychology (courses with middle digit 2)
Area 3:	Developmental Psychology (courses with middle digit 3)
Area 4:	Social Psychology (courses with middle digit 4)
Area 5:	Clinical Psychology (courses with middle digit 5)
Area 7:	Educational Psychology (courses with middle digit 7)

At least one of these courses must be from among those carrying the format designation *Empirical Lab Course*.

- 5) Psychology 401 Perspectives on Psychological Issues

Students who place out of Psychology 101 are still required to take nine courses to complete the major.

The department recommends that students take Psychology 201 in their sophomore year. The department requires that 201 be completed by the end of the junior year.

THE DEGREE WITH HONORS IN PSYCHOLOGY

Students who are candidates for honors need take only two 300-level courses from two different areas, but they must enroll in Psychology 493-W31-494 and write a thesis based on original empirical work. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

COURSE NUMBERING RATIONALE

As is the case in all departments, the first digit of a Psychology course number indicates the relative level of the course. Where appropriate, the second digit corresponds to the Areas listed above.

PSYC 101(F,S) Introductory Psychology

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, personality, psychopathology, and health. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Format: lecture. Requirements: two lab reports, unit quizzes, and a final exam.

No enrollment limit (expected: 180).

Hour: 10:00-10:50 MWF

Members of the Department

PSYC 201(F,S) Experimentation and Statistics (Q)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret the results, and write research reports. Students conduct a series of experiments in different areas of psychology (e.g., social, personality, cognitive) which illustrate basic de-

Psychology

signs and methods of analysis.

Format: lecture/lab. Requirements: three papers, midterm exam, and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 22 per section. Not open to first-year students. Preference given to Psychology majors.* Two sections each semester—students must register for the lab and lecture with the same instructor.

Hour: 1:10-2:25 MR, 2:35-3:50 MR Lab: 1:10-3:50 T,W First Semester: FEIN, A. SOLOMON
11:00-12:15 MWF, 2:35-3:50 MR Lab: 1:10-3:50 T,W Second Semester: SAVITSKY, SCINTA

PSYC 212(F) Neuroscience (Same as Biology 212 and Neuroscience 201)

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

Format: lecture, three hours a week; laboratory every other week. Evaluation will be based on laboratory reports, a lab practical, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101. *Enrollment limit: 144 (expected: 60). Open to first-year students who satisfy the prerequisites. Preference given to Biology and Psychology majors.*

Satisfies one semester of the Division III requirement.

Hour: 9:55-11:10 TR Lab: 1-4 M,T,W ZIMMERBERG and ZOTTOLI

PSYC 221(F) Cognitive Psychology

A survey of the experimental analysis of the mental processes. Topics include memory, visual perception, attention, problem-solving, reasoning, language, and unconscious processes. Special emphasis is on the interdisciplinary nature of cognitive psychology, including contributions from computer science, neuroscience, and philosophy.

Format: lecture. Requirements: a midterm, a final exam, and a short paper.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 50). Open to first-year students.*

Hour: 2:35-3:50 TF SUNDERMEIER

PSYC 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Philosophy 222) (Q)

(See under Cognitive Science for full description.)

Satisfies one semester of the Division II requirement.

PSYC 232(F) Developmental Psychology

An introduction to the study of human growth and development from infancy through adulthood. Topics for discussion include perceptual and motor development, language acquisition, memory and intellectual development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including social learning, psychoanalytic and cognitive-developmental models.

Format: lecture/discussion. Requirements: two hour exams and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 55). Open to first-year students.*

Hour: 11:20-12:35 TR KAVANAUGH

PSYC 242(F,S) Social Psychology

A survey of theory and research in social psychology. Topics include the self, social perception, conformity, attitudes and attitude change, prejudice, aggression, altruism, interpersonal attraction, and intergroup conflict. Special attention is given to applications to political campaigning, advertising, law, business, and health.

Format: lecture. Requirements: two hour exams and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 55). Open to first-year students.*

Hour: 8:30-9:45 TR First Semester: KASSIN
2:35-3:50 TF Second Semester: SCINTA

PSYC 252(S) Psychological Disorders

A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: the schizophrenias, dissociative disorders, affective disorders, anxiety disorders, personality disorders, alcoholism, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from family, biological, genetic, and sociocultural perspectives.

Format: lecture. Requirements: two hour exams and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 55). Open to first-year students.*

Hour: 9:55-11:10 TR M. SANDSTROM

PSYC 272(S) Psychology of Education

This course introduces students to a broad range of theories and research on education. What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychology processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory,

and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.

Format: lecture/discussion. Requirements: two hour exams and a final paper.

Prerequisites: Psychology 101. *Enrollment limit: 55 (expected: 45). Preference given to Psychology majors and those who plan to become teachers.*

Hour: 11:20-12:35 TR

ENGEL

PSYC 312 Drugs and Behavior (Not offered 2005-2006) (W)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc312.html)

ZIMMERBERG

Satisfies one semester of the Division III requirement.

PSYC 315 Hormones and Behavior (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc315.html)

N. SANDSTROM

PSYC 316(S) Clinical Neuroscience

Diagnosing and treating neurological diseases is the final frontier of medicine. Recent advances in neuroscience have had a profound impact on the understanding of diseases that affect cognition, behavior, and emotion. This course provides an in-depth analysis of the relationship between brain dysfunction and disease state. We will focus on neurodegenerative disorders including Alzheimer's disease, Parkinson's disease, and Huntington's disease. We will consider diagnosis of disease, treatment strategies, as well as social and ethical issues. The course provides students with the opportunity to present material based upon: (1) review of published literature, (2) analysis of case histories, and (3) observations of diagnosis and treatment of patients both live and on videotape. All students will design and conduct an empirical research project. Format: Empirical Lab Course. Evaluation will be based on position papers, class participation, and research project report.

Prerequisites: Psychology 212 (same as Biology 212 or Neuroscience 201). *Enrollment limit: 19 (expected: 19).*

Satisfies one semester of the Division III requirement.

Hour: 8:30-9:45 MWF

Lab: 1:10-2:25 M, 2:35-3:50 M

P. SOLOMON

PSYC 317T(S) Nature via Nurture: Explorations in Developmental Psychobiology

Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) to the development of behaviors such as eating, stress response, learning, play, aggression, parenting, alcoholism, drug addiction, schizophrenia and depression. Modern neuroscience techniques, such as brain imaging, "knock-out" mice, and quantitative trait loci mapping, report extraordinary new relationships between genes and behavior. In contrast to these findings are equally innovative studies on the critical effects of the pre- and postnatal environment and the social milieu which support environmental causation of behavior. This tutorial will evaluate theoretical and methodological issues in the scientific literature to arrive at a synthetic understanding of the epigenetics of behavior. Each tutorial pair will design and conduct an empirical project that will explore their own experimental question about the interaction of genes and environment.

Format: tutorial and empirical lab. Requirements: Students will meet in pairs with the instructor for an hour each week. Each week, students will either present an oral argument of a 5-page position paper or respond to their partners' paper. Empirical projects will be presented in a poster session at the final meeting.

Prerequisites: Psychology 212 or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference to neuroscience concentrators and psychology majors.*

Satisfies one semester of the Division III requirement.

Tutorial meetings to be arranged.

Lab: TBA

ZIMMERBERG

PSYC 322 Concepts: Mind, Brain, and Culture (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc322.html)

ZAKI

PSYC 325(S) Psychology of Language

Language plays a central role in our lives and is the primary manner in which we communicate our experiences and views of the world with one another. In this course, we ask several fundamental questions about the psychology of language: Are all languages essentially the same or different? What is the relationship between language and thought? How are concepts represented by language? Why do children learn languages so effortlessly? To what extent is language a special cognitive system? What are the biological foundations of language? We will address these questions by critically reviewing classic and contemporary literature concerning language comprehension and production, with emphasis given to experimental techniques researchers have used to study language. All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Requirements: a series of weekly 1- to 2-page response papers, participation in class discussion, written and oral reports of empirical research.

Prerequisites: Psychology 221 and 201 (or 222 and 201) or permission of instructor. *Enrollment limit: 19 (expected: 15). Preference given to Psychology majors.*

Hour: 1:10-2:25 TF

Lab: TBA

SUNDERMEIER

Psychology

PSYC 326 Decision-Making (*Not offered 2005-2006; to be offered 2006-2007*)
(www.williams.edu/Registrar/catalog/depts/psyc/psyc326.html)

KIRBY

PSYC 332(S) Cognitive Development

In this course we consider how mental abilities, such as language, memory, thinking and imagination develop during the childhood years. We begin by asking how infants, who do not have language, make sense of their world and how language, once acquired, changes the way children understand their world. We study how children remember events, both every day and traumatic, and how memory relates to narratives about the self. We examine the development of thinking, reasoning, and imagination (e.g. pretend play, imaginary companions) and their intersection with related topics, such as children's ability to distinguish between fantasy and reality. Throughout these discussions, we consider the impact of biology (e.g. changes in the brain) and culture on cognition, as well as the similarities and differences in the cognitive abilities of normally-developing children and children with developmental problems (e.g., autism). All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Requirements: two short (6-8 page) papers, and a written/oral report of final research project.

Prerequisites: Psychology 232 or permission of instructor. *Enrollment limit: 20 (expected: 14). Preference to Psychology majors.*

Hour: 1:10-2:25 MR

Lab: 1:10-2:25 T; 2:35-3:50 T

KAVANAUGH

PSYC 333(F) Children's Lives: Thinking, Feeling and Doing

How do we know what children know, what they feel, and what they do? This course provides students with direct experience with children and the approaches used to investigate the world of childhood. Through observation and interaction with children, we discover how they develop social skills, sex roles, emotions and emotion control, and self-knowledge. All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Requirements: two hour tests and a report of research project.

Prerequisites: Psychology 232 and Psychology 201. *Enrollment limit: 19 (expected:15). Preference given to Psychology majors.*

Hour: 1:10-2:25 TF

Lab: 1:10-2:25 M, 2:35-3:50 M

CRAMER

PSYC 336(S) Adolescence (W)

Why do we define adolescence as a distinct stage of development? What are its perils and accomplishments? What internal and external forces make adolescence such a volatile and formative stage of life? The course considers a range of empirical and theoretical material, as well as fiction and film, in order to identify and understand the behavior and experience of adolescents. Topics include: identity, sexuality, romantic love, intellectual growth, family relationships, psychological problems, education, and variation between cultures.

Format: seminar. Requirements: two exams and a final paper. There are three 1-page response papers with feedback, a 5- to 7-page midterm, and a final project that involves 20-25 pages of writing, with several sets of feedback and revision.

Prerequisites: Psychology 232 or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Psychology majors and those who plan to become teachers.*

Hour: 7:00-9:40 p.m. M

ENGEL

PSYC 337 Childhood Disorders and Therapy (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc337.html)

CRAMER

PSYC 340(F) Cultural Psychology*

This course focuses on how the self and culture mutually constitute each other. Major theoretical and methodological issues in cultural psychology, including distinguishing cultural psychology from cross-cultural psychology and approaches to studying cultural differences, will be examined. We will review and discuss research on conceptions of the self and cultural variations in psychological processes from a social psychological perspective. Material will be drawn from work that includes North American, East Asian (primarily Chinese and Japanese), and Asian American cultural contexts. Specifically, we will also explore the implications of a culturally grounded or informed psychology (e.g., consequences for psychological well-being). Students should be prepared to read, discuss, and critically analyze empirical research.

Format: seminar. Requirements: participation in seminar discussion, a series of weekly 1- to 2-page response papers, class presentation, and a final term paper.

Prerequisites: Psychology 201 and Psychology 242 or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Psychology majors.*

Hour: 1:10-2:25 MR

J. CHANG

PSYC 341 Stereotypes, Prejudice, and Discrimination (*Not offered 2005-2006; to be offered 2006-2007*) (W)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc341.html)

FEIN

PSYC 343 The Self (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc343.html)

SAVITSKY

PSYC 344 Advanced Research in Social Psychology (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/psych/psyc344.html)

FEIN

PSYC 345 Political Psychology (Same as Political Science 310) (Not offered 2005-2006; to be offered 2006-2007)

(See under Political Science for full description.)

PSYC 346(F) The Psychology of Self-Esteem

In the first psychology textbook ever published, William James (1890) argued that a tendency to strive to feel good about oneself is a fundamental aspect of human nature. Since then, the topic of self-esteem has been the focus of a great deal of research, with some investigators arguing, like James, that humans are "self-esteem machines," driven by an insatiable need for positive self-regard, and others challenging this notion. The goal of this course is to explore current and classic research on the psychology of self-esteem, including a consideration of the many ways in which individuals manage to think more highly of themselves than the objective evidence warrants, the consequences—both positive and negative—of such high self-regard, and how cultural variables affect self-esteem.

Format: seminar. Requirements: daily thought papers, several short papers, and a final term paper.

Prerequisites: Psychology 242. *Enrollment limit: 19 (expected: 19).*

This course is part of the Critical Reasoning and Analytic Skills initiative.

Hour: 9:55-11:10 TR

SAVITSKY

PSYC 347(S) Psychology and the Law

This course deals with applications of psychology to the legal system. Relevant psychological theory and research address the following controversies: scientific jury selection, jury decision-making, eyewitness testimony, child witnesses in abuse cases, hypnosis, lie-detector tests, interrogations and confessions, the insanity defense, and the role of psychologists as trial consultants and expert witnesses. Observations are made of videotaped trials, demonstrations, and mock jury deliberations. All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Requirements: two hour exams and a written/oral report of research.

Prerequisites: Psychology 242. *Enrollment limit: 19 (expected: 19).*

Hour: 7:00-9:40 p.m. M

Lab: TBA

KASSIN

PSYC 348 Evolutionary Psychology (Same as INTR 371) (Not offered 2005-2006)

(See under IPECS—INTR 371 for full description.)

Empirical Project

PSYC 349(F) Automatic Thoughts, Feelings, and Behavior

Even as you read this course description, your thoughts and perceptions are guided by invisible forces. In fact, many psychologists would argue that most of your life is governed by automatic processes that operate outside of conscious awareness. This course will focus on the nature and influence of these automatic phenomena and the research methods used to assess them. As such, we will look at automatic attitudes in domains ranging from prejudice to romantic relationships. We will examine how cues in the environment can unwittingly lead us to pursue nonconscious goals. We will look at memories that idle just below the surface of consciousness but which still exert an influence on behavior. Each topic is inextricably linked to a provocative but well-substantiated view of human understanding: that we fail to understand the forces guiding even our own beliefs and decisions. The course is designed to teach students the knowledge and skills needed to conduct their own research in this field.

Format: Empirical Lab Course. Requirements: five brief thought papers; longer research report based on empirical project of your design.

Prerequisites: Psychology 201 and Psychology 242. *Enrollment limit: 19 (expected: 19).*

Hour: 11:00-12:15 MWF

Lab: 1:10-2:25 R, 2:35-3:50 R

SCINTA

PSYC 351(F) Childhood Peer Relations and Clinical Issues

An exploration of the important ways peer relationships influence children's emotional, cognitive, and social development. We consider various aspects of childhood peer rejection, including emergence and maintenance of peer difficulties, short- and long-term consequences, and intervention and prevention programs. A variety of research methodologies and assessment strategies will be considered. All students will design and conduct an empirical research project based on the concepts discussed, to be critiqued throughout the semester.

Format: Empirical Lab Course. Requirements: weekly response papers, midterm exam, and a written/oral report of research.

Prerequisites: Psychology 232 or 252 or permission of instructor. *Enrollment limit: 19 (expected: 19).*

Preference given to Psychology majors.

Hour: 8:30-9:45 TR

Lab: 1:10-2:25 T; 2:35-3:50 T

M. SANDSTROM

PSYC 352(S) Clinical and Community Psychology

A study of the theory, methods, and professional issues in clinical and community psychology. In addition to academic work (primary source readings and class discussions), the course aims to enable students to apply their experience in academic psychology to field settings and to explore their own educational and occupational goals. The course includes a supervised field-work placement arranged by the instructor in a

Psychology

local social service or mental health agency.

Format: seminar. Requirements: field work (six hours per week), midterm essays and a 12- to 15-page final paper.

Prerequisites: Psychology 252. *Enrollment limit: 15 (expected: 15). Preference given to senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course.*

Hour: 2:35-3:50 MR

M. SANDSTROM

PSYC 354 Social Interaction and Psychopathology (Not offered 2005-2006) (W)

(www.williams.edu/Registrar/catalog/depts/psyc/psyc354.html)

HEATHERINGTON

PSYC 355(S) Psychotherapy: Theory and Research (W)

Psychotherapy is a young, barely 100-year old psychological endeavor which attempts to promote change and healing through social interaction. How can it be that talking with a psychotherapist can help people change and how exactly does it help people achieve relief from psychological problems? We will study various approaches to psychotherapy by examining the theories and scientific research that surround them. This will be accomplished by a close reading and critical analysis of primary source theoretical papers, the "raw data" (videotapes and transcripts) of therapy sessions, case studies, and contemporary empirical research on the outcomes and change processes of psychotherapy. Students will learn how to evaluate the efficacy claims of both standard and new therapies and claims about the mechanisms by which those therapies work. Current controversies in psychotherapy and psychotherapy research will be addressed and debated.

Format: seminar. Requirements: active class participation, four 5-page position papers and two oral class presentations based on these, final term paper in the form of a grant proposal outlining an important question for psychotherapy research, reviewing the extant literature, and proposing a study to address these questions.

Prerequisites: Psychology 201 (Experimentation and Statistics), Psychology 252 (Psychological Disorders). *Enrollment limit: 19 (expected: 19). Preference to psychology majors.*

This course is part of the Critical Reasoning and Analytic Skills initiative.

Hour: 8:30-9:45 TR

HEATHERINGTON

PSYC 358(S) Mood and Personality

Over the lifespan there are stable differences between individuals in mood—such as differences in how irritable, optimistic or anxious a person feels on average. We will investigate the origins, hypothesized functions, and consequences of the major moods, consider how mood tendencies inform personality, and explore what is known about both conscious and unconscious influences on mood. Readings will include theoretical articles, empirical reports, and several detailed case studies. Both pathological and normal mood will be considered. Attention will be given to contemporary evolutionary, biogenetic, cognitive, behavioral and psychodynamic theory and research, with particular emphasis on integrative models that incorporate all of those perspectives.

Format: lecture/discussion. Requirements: class participation, brief weekly assignments including one or more brief presentations, two exams, and an end-of-term research proposal. Prerequisites: Psychology 201.

Enrollment limit: 19 (expected: 19). Priority given to Psychology majors.

Hour: 1:10-2:25 MR

A. SOLOMON

PSYC 372(F) Advanced Seminar in Teaching and Learning

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of children and pedagogy translate into everyday practices with students? Students will be encouraged to reflect and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices, and the students' learning? What does it take to be an educated person?

Format: seminar. Requirements: This course involves a field placement, weekly readings, as well as seminar discussion, supervision, 2 5-page papers and a 20-page final paper.

Prerequisites: Psychology 232 or Psychology 272 or permission of instructor. *Enrollment limit: 19 (expected: 15). Preference given to Psychology majors and those who plan to become teachers.*

Hour: 1:10-3:50 W

ENGEL

PSYC 397(F), 398(S) Independent Study

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and submit it to the department chair for approval *prior* to the end of the drop/add period.

PSYC 401(F) Perspectives on Psychological Issues

This course considers controversial psychological topics of both historical and current import from diverse psychological perspectives. The course is centered around student-led discussions within sections and in

debates between sections. The topics considered for 2005 are self-deception, the nature of intelligence, and intimate relationships.

Format: seminar. Requirements: participation in class discussions and debates, two short papers, and one long position paper.

No enrollment limit (expected: 15 per section). This course is required of all senior Psychology majors.

Hour: 11:20-12:35 TR

Members of the Department

PSYC 493(F)-W31-494(S) Senior Thesis

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department.

Prerequisites: permission of the department.

RELIGION (Div. II)

Chair, Associate Professor DENISE K. BUELL

Professors: DARROW*, DREYFUS**, Associate Professor: BUELL. Assistant Professors: HAMMERSCHLAG**, SHUCK. Visiting Professors: BROOTEN, CANNON. Visiting Assistant Professors: R. FOX, GUTSCHOW**.

MAJOR

The major in Religion is designed to perform two related functions: to expose the student to the methods and issues involved in the study of religion as a universal phenomenon of psychological, sociological, and cultural/historical dimensions; and to confront students with the beliefs, practices, and values of specific religions through a study of particular religious traditions. It is a program that affords each student an opportunity to fashion his/her own sequence of study within a prescribed basic pattern constructed to ensure both coherence and variety. It consists of at least nine semester courses as follows:

Required sequence courses

- Religion 101 Introduction to Religion
- Two seminars (courses numbered 200, 301-309)
- Religion 402 Issues in the Study of Religion

Elective courses

Five additional courses in Religion are to be selected in such a way that at least one course is taken in both the Western and non-Western traditions. Students will construct their sequence in consultation with departmental advisors and subject to their approval. In order to achieve a deep coverage of a particular religious tradition or set of related problems in the study of religion, students are urged to select three electives that together have some kind of coherence, be it cultural, historical, or topical. Related courses from other departments or programs may be included among the three courses, and the point of coherence can be the subject of research papers in the senior seminar.

Students are advised to elect additional courses in related fields (e.g., psychology, sociology, anthropology, art, history, philosophy) in order to gain a clearer understanding of the social and cultural contexts in which religions appear.

For those who wish to go beyond the formally-listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol-formation, mysticism, theology, etc.), there is the opportunity to undertake independent study or, with the approval of the department, to pursue a thesis project.

The value of the major in Religion derives from its fostering of a critical appreciation of the complex role religion plays in every society, even those that consider themselves non-religious. The major makes one sensitive to the role religion plays in shaping the terms of cultural discourse, of social attitudes and behavior, and of moral reflection. But it also discloses the ways in which religion and its social effects represent the experience of individual persons and communities. In doing these things, the major further provides one with interdisciplinary analytical tools and cross-cultural experience and opens up new avenues for dealing with both the history of a society and culture and the relationships between different societies and cultures. What one learns as a Religion major is therefore remarkably applicable to a wide range of other fields of study or professions.

THE DEGREE WITH HONORS IN RELIGION

The degree with honors in Religion requires the above-mentioned nine courses and the preparation of a thesis of 75+ pages with a grade of B+ or better. A thesis may combine revised work done in other courses with new material prepared while enrolled either in Religion 493-W31 or Religion W31-494. Up to two-thirds of the work in the thesis may be such revised work, but at least one-third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least

Religion

one paper that may be included in the thesis to the department in the spring of their junior year. Students must have at least a 3.3 GPA in Religion to be considered for the honors program.

The chair will serve as advisor to non-majors.

REL 101(FS) Introduction to Religion

As an examination of the structure and dynamics of certain aspects of religious thought, action, and sensibility—employing psychological, sociological, anthropological, and philosophical modes of inquiry—the course offers a general exposure to basic methodological issues in the study of religion, and includes consideration of several cross-cultural types of religious expression in non-literate and literate societies.

Format: lecture/discussion. Requirements: a midterm paper and a final exam.

Enrollment limit: 25 (expected: 15-25).

Hour: 11:20-12:35 TR, 2:35-3:50 MR

1:10-2:25 MR, 2:35-3:50 MR

First Semester: BUELL, SHUCK

Second Semester: HAMMERSCHLAG, R. FOX

REL 200(S) Religion and the Modern World

It is impossible to comprehend the modern world without understanding the contribution of religion in the process of modernization, the cultural condition of modernity and the artistic tradition of modernism. This course is divided into three parts. We begin by exploring the gradual reconciliation of religion and culture in leading post-Enlightenment thinkers like Kant, Hegel, Schleiermacher and select Romantic poets. When art displaces religion as the expression of spiritual aspiration, the traditional transcendent God gradually becomes identified with immanent social, cultural and psychological processes. Religion comes to be understood as a human construction created to address specific needs and desires. In part two, we consider pioneering theorists who establish the relation between religion and economics (Marx), biology (Darwin), society (Durkheim) and psychology (Freud and Nietzsche). The work of these theorists frames the questions that the current study of religion is designed to answer. A study of the intricate relationship between modernization and secularization draws together the first two parts of the course and prepares the way for a consideration of the return of the religious in post-modern society and culture (Heidegger, Berger). While originally defined as a movement in architecture and art, postmodernism emerged during the last half of the twentieth century as a new social and cultural condition. Rapid technological changes and the economic and social transformations they brought created uncertainties and instabilities, which had unexpected consequences. Far from inevitably leading to secularism, modernization created the conditions for the return of religion in a variety of guises. The course concludes with a consideration of alternative postmodernisms and their corresponding religious expressions in the work of Venturi, Lyotard, Baudrillard, LaHaye and Derrida.

Requirements: midterm and final papers.

No prerequisites. *Enrollment limit: 30 (expected : 30). Preference given to first-years and sophomores.*

Hour: 11:00-12:15 MWF

TAYLOR

THE JEWISH TRADITION

REL 201(F) The Hebrew Bible (Same as Classics 201, Comparative Literature 201 and 201)

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Format: lecture/discussion. Evaluation will be based on class participation, short written assignments, and two longer papers.

No prerequisites. *No enrollment limit (expected: 25). Open to all.*

Hour: 11:20-12:35 TR

DEKEL

REL 203(S) Introduction to Judaism (Same as 101)

What is the relationship between modern notions of Jewish identity, thought and practice and the Hebrew Bible? How does the modern Reform movement link itself to the laws of the rabbinic sages? Are there consistent values and ideals that mark Jewish moral thought throughout its history? What elements of the Jewish tradition have enabled its elasticity and historic persistence? By providing an introduction to the traditions of Jewish thought and practice through the ages, this course will take up these questions. Though the course's method of progression will be primarily chronological, commencing with myths of Israel's beginnings and culminating with contemporary debates over Jewish identity, we will additionally emphasize the strong ties between methods of Jewish thought and practices and the surrounding cultural environments in which they developed. We will approach the tradition not only with historical concerns, but with literary and philosophical aims as well. We will analyze the interpretive strategies, theological presuppositions, and political aims that accompany the tradition both in its continuities and its ruptures. Finally, we

will consider the extent to which we can speak of Judaism under the category of religion, considering as well the other categories that have been proposed for Judaism, Jews and Jewishness, such as nation, people, race and ethnicity, and the motivations behind such designations. Texts will include the Hebrew Bible, Holz (ed), *Back to the Sources*; Halbertal, *People of the Book*; Mendelssohn, *Jerusalem*; Hertzberg (ed), *The Zionist Idea*; Levi, *Survival in Auschwitz* as well as excerpts and articles available in a course packet.

Format: lecture/discussion. Assignments will include participation in class discussion, periodic response papers (1-2 pages), two short papers (5-7 pages) and a take-home final exam.

No prerequisites. *Enrollment limit: 30 (expected: 15). Open to all.*

Hour: 11:20-12:35 TR

HAMMERSCHLAG

REL 204 Redeeming a Broken World: Messianism in Modernity (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/rel/rel204.html)

HAMMERSCHLAG

REL 206(S) The Book of Job and Joban Literature (Same as Classics 206, Comparative Literature 206 and 206) (W)

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. All readings are in translation.

Format: discussion. Evaluation will be based on class participation, short written assignments, and two longer papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Open to all.*

Hour: 9:55-11:10 TR

DEKEL

REL 209(S) Slavery and Women in Early Christianity and Ancient Judaism

Would you like to learn about the most marginal early Christians and ancient Jews? Many of these were enslaved. Most of us think of slavery as one category and gender as another, separate category. But in the highly stratified societies in which early Christians and both Greek-speaking and early rabbinic Jews lived and taught, whether persons were enslaved or not usually shaped their life experiences more than their gender. But beyond that, both enslaved and slave-holding women experienced both slavery and their womanhood in unique ways. In this seminar, we will intersect gender analysis with status analysis (i.e., of one's legal status as enslaved, freed, or free) of early Christian texts, such as the *New Testament*, the apocrypha, canon law, sermons, and biblical interpretation and of such Jewish texts as Josephus, the Mishnah, papyri, and inscriptions. You will learn to analyze religious teachings in the light of the complex identities of the Christians and Jews hearing them.

Format: seminar. Requirements: active class participation, including posting once per week on the course's Web site, one brief paper to be presented in class (5-6 pages), and one longer research paper (10-12 pages). Students able to read the Greek or Hebrew texts may substitute work in a collateral reading group for the short paper.

No prerequisites. *Enrollment limit: 15 (expected: 12). Open to all.*

Hour: 1:10-2:25 MR

BROOTEN

THE CHRISTIAN TRADITION

REL 210 Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Classics 210) (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel210.html)

BUELL

REL 212 The Development of Christianity: 30-600 C.E. (Same as History 324) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/rel/rel212.html)

BUELL

REL 215 The First Crusade (Same as History 425) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under History for full description.)

REL 216(F) The Middle Ages (Same as History 225)

(See under History for full description.)

REL 217(F) Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same as History 476)*

(See under History for full description.)

Religion

REL 218T Augustine's City of God (Same as Classics 360 and Philosophy 360) (Not offered 2005-2006; to be offered 2006-2007) (W)
(See under Philosophy for full description.)

REL 219 Medieval Philosophy (Same as Philosophy 260) (Not offered 2005-2006) (W)
(See under Philosophy for full description.)

REL 220(S) Post-Enlightenment Christian Thought

Christianity in the Western world has undergone numerous challenges since the early eighteenth century. Many thinkers have turned inward, developing pietistic theologies compatible with the modern world, while others have searched for an adequate expression of Christianity after the "Death of God." Another, remarkably resilient strand has actively turned against the Enlightenment in ironic ways, appropriating modern technologies, for example, while repudiating scientific discoveries that undermine their belief. This course will examine these issues, along with a careful consideration of the way gender, identity, and community have come to play a powerful role in contemporary expressions of Christian belief.

Format: lecture/discussion. Evaluation will consist of several short response papers, thoughtful interaction, a mid-term, and a 10-page final paper.

No prerequisites. *Enrollment limit: 25 (expected: 15).*

Hour: 2:35-3:50 MR

SHUCK

NORTH AMERICAN RELIGIONS

REL 225(F) Religions of North America

Scholars have written much about the history of religion in North America, but the effort has been fraught with many oversights. Recent scholarship has begun to take account of the fact that most religions in North America either did not emerge from European sources, or have existed long before the arrival of Europeans. Indeed, many religions have grown out of the American soil during the past several centuries-what some would call the product of religious "cross-fertilization," and what others would deem as religious and cultural thievery, i.e. colonialism. This course follows a modified historical trajectory, one that strives to allow the voices of forgotten "others" to speak, bringing questions of colonialism, identity, and the importance of religious community to the forefront.

Format: lecture/discussion. Evaluation will consist of several short response papers, thoughtful interaction, a mid-term, and a 10-page final paper.

No prerequisites. *Enrollment limit: 25 (expected: 15). Open to all.*

Hour: 1:10-2:25 TF

SHUCK

REL 226 New Religions in North America (Not offered 2005-2006; to be offered 2006-2007)
(www.williams.edu/Registrar/catalog/depts/rel/rel226.html)

SHUCK

REL 228T(S) (formerly 222) North American Apocalyptic Thought

Apocalyptic thought pervades much of contemporary American culture, whether among Protestant evangelicals, new religions, novelists and filmmakers, or even scientists and environmentalists who warn of ecological catastrophe and the deadly consequences of nuclear proliferation. No, not exactly. This course will introduce, using historical, sociological, and philosophical accounts, how North Americans have thought about and continue to think about questions of the End, both in a cultural and in a personal sense.

Format: tutorial. Requirements: each student will write and present orally, five 1,000 word essays every other week on the readings for the week and a final 2,000-2,500 word essay. Students not presenting will be expected to critique their colleague's work. Evaluation will be based upon written work, critiques, and thoughtful participation.

No prerequisites. *Enrollment limit 10 (expected: 10). Open to all.*

Hour: 1:10-2:25 TF

SHUCK

REL 229(F) Liberation Ethics: Social Teachings in Black Sacred Rhetoric (Same as African-American Studies 229)*

This course examines the ethics of living with integrity in situations of oppression. The readings, lectures, and discussions employ a rhetorical method that demonstrates the scholarly significance of the religious landscape of the African Diaspora in the expanded theological canon. By the end of the course, students should be able to critique moral agency in a variety of African American socio-religious contexts; think creatively about the ways that African-American Christians react to the existing social order and/or act upon it; and demonstrate facility in the skills of argumentation so as to become conversant with the theological language in Black religious traditions that helps members of confessing communities to reflect on justice matters.

Format: seminar. Evaluation based on regular attendance, active class participation, weekly response papers, a mid-semester book critique and a final research essay.

No prerequisites. *Enrollment limit: 20 (expected 15). Open to all.*

Hour: 1:10-3:50 T

CANNON

THE ISLAMIC TRADITION

- REL 230 Reading Reading: An Introduction to the Qur'an and Islam (Same as Comparative Literature 260) (Not offered 2005-2006; to be offered 2006-2007) (W)***
(www.williams.edu/Registrar/catalog/depts/rel/rel230.html) DARROW
- REL 231 The Origins of Islam: God, Empire and Apocalypse (Same as History 209) (Not offered 2005-2006; to be offered 2007-2008)***
(www.williams.edu/Registrar/catalog/depts/rel/rel231.html) DARROW
- REL 232 Women and Islam (Same as History 309 and Women's and Gender Studies 232) (Not offered 2005-2006; to be offered 2007-2008)***
(www.williams.edu/Registrar/catalog/depts/rel/rel232.html) DARROW
- REL 233 Islamic Mysticism: The Sufis (Not offered 2005-2006)**
(www.williams.edu/Registrar/catalog/depts/rel/rel233.html) DARROW
- REL 236 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as History 211) (Not offered 2005-2006; to be offered 2006-2007)***
(www.williams.edu/Registrar/catalog/depts/rel/rel236.html) DARROW

THE SOUTH-ASIAN TRADITIONS

- REL 240(F) Hindu Traditions***
Whether or not the implied unity of the term "Hinduism" reflected existing conditions on the South Asian subcontinent when it was first coined in the nineteenth century, the idea of an all-embracing "Hinduism" or "Hindu religion" has now long been in use in self-recognized Hindu communities around the world. This course will introduce students to the historical emergence of two contemporary Hindu traditions. We shall first consider the Hinduism of modern-day Bali, in which doctrine and practice have been articulated in terms of Indonesian state-bureaucratic regulations regarding the nature of "legitimate" religion. We shall then examine the emergence of "Hindu nationalism" in contemporary India and the rise of the Bharatiya Janata Party. In each case, special attention will be paid to the representation of tradition and alterity, as well as to the deployment of both scriptural and other modes of authority. The course will offer an overview of broadly western scholarship on Hinduism, and the ways in which scholars have engaged with each of these two Hindu traditions.
Format: lecture/discussion. Requirements: full and active participation, one 5-page essay and one 10-page final paper.
No prerequisites. *Enrollment limit: 30 (expected 15).*
Hour: 9:55-11:10 TR R. FOX
- REL 241 Hinduism: Construction of a Tradition (Not offered 2005-2006; to be offered 2006-2007)***
(www.williams.edu/Registrar/catalog/depts/rel/rel241.html) DREYFUS
- REL 242(S) Buddhism: Concepts and Practices***
This introductory course examines Buddhism from a double perspective. On the one hand, it studies the tradition descriptively, examining some of its religious, philosophical, historical and sociological aspects. On the other hand, this course also seeks to bring out the personal relevance of Buddhist ideas, ensuring that they are not just considered as objects but also as partners in an ongoing conversation. We start by examining the Theravada tradition of South and South-East Asia through which we seek to understand some of the basic Buddhist ideas such as no-self, suffering and its origin, and the possibilities for freedom. We then move to the Indian and Tibetan Mahayana traditions, which are characterized by an increase in the importance of compassion on the basis of the bodhisattva ideal. In dealing with Buddhism in Tibet, we focus more particularly on the tantric aspects of its tradition. Throughout the course, we are careful to consider Buddhism not just as a set of thought provoking ideas that can be studied in abstraction from their implementation, but as being based on socially inscribed practices. We examine a broad range of practices, ranging from so-called popular rituals to the practices of virtuosi. In particular, we examine meditation in the Theravada and Tibetan Tantric traditions. In this way, we gain a realistic appreciation of the nature, role and difficulties of such a practice, and dispel some of its misunderstandings.
Format: lecture/discussion. Requirements: full attendance and participation and two 4-to 6-page essays.
No prerequisites. *Enrollment limit: 30 (expected: 30).*
Hour: 8:30-9:45 MW, 11:00-12:15 MW DREYFUS
- REL 245 Tibetan Civilization (Not offered 2005-2006; to be offered 2006-2007)***
(www.williams.edu/Registrar/catalog/depts/rel/rel245.html) DREYFUS
- REL 246(S) The Gendering of Religion and Politics in South Asia (Same as Women's and Gender Studies 246)***
This course applies feminist and critical theory to the relationship between religion, gender, and sexuality. Most broadly, it considers the social and symbolic construction of gender and sexuality in a variety of South Asian religious traditions including Hinduism, Buddhism, and Islam. In particular, it considers the

Religion

discourses and practices which construct ideas about the body, purity and pollution, and the nature of male and female. These discourses involve a disciplining of the body and sex through the use of moral codes, ethics, social institutions, ritual practices, and popular culture. This course also addresses post-colonial and post-structuralist debates about how class, caste, and race cut across the universality of gender as a category.

Format: seminar. Requirements: three current events presentations, final paper and presentation, and active class discussion.

No prerequisites. *Enrollment limit: 30 (expected: 20). Open to all.*

Hour: 1:10-3:50 W

GUTSCHOW

REL 249(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as Anthropology 233 and Asian Studies 233)*

(See under Anthropology for full description.)

THE EAST ASIAN TRADITIONS

COMPARATIVE INQUIRY

REL 270T Father Abraham: The First Patriarch (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel270.html)

DARROW

REL 272(S) Mass Media and Religious Violence*

Both religion and violence are often attributed in scholarly and popular discourse to a given society's failure to achieve modernity. However, such understandings usually rest on the unreflectively ethnocentric assumption that modernity equals secularity, and that religion is at best a private matter, or (more commonly)—like violence—a residual to be explained away in terms of socio-political or economic factors. Organized around a series of media sessions lectures and discussions, this course will examine specific conflicts and outbreaks of violence as represented in mainstream Euro-American and Southeast Asian mass media, with a special emphasis on their respective assumptions regarding the nature of religion and religious difference. Students will consider critically the extent to which modern mass media are crucial to—or even constitutive of—public understandings of religion-related violence as well as the path to resolution.

Format: media sessions/lecture/discussion. Requirements: full and active participation, several short writing assignments, one research paper and seminar presentation.

No prerequisites. *Enrollment limit: 30 (expected 15).*

Hour: 7:00-9:40 p.m. M

R. FOX

REL 277(F) Religion in Society (Same as Sociology 208)

(See under Sociology for full description.)

REL 278(F) Gender, Religion and the State*

Issues of gender and religion are often heavily contested in debates on the appropriate uses of state power. But what is power and under what conditions is it susceptible to analysis? Can current debates on questions of sexuality and the law be understood without reference to religion? Are race and class relevant to these debates? And what might be the implications of exporting Euro-American understandings of oppression and progressive politics to Asian and African contexts? This course will challenge you to think critically about the nature of power and the possibility of resistance and/or subversion. Although the course is ethnographic in nature—focusing on examples from Egypt, India, Indonesia and the United States—our discussion will be driven by a series of critical questions to which we shall return each week in addressing our regional foci.

Format: seminar. Requirements: full and active participation, two short writing assignments, one midterm paper and one final paper/presentation.

No prerequisites. *Enrollment limit: 30 (expected 15).*

Hour: 1:10-2:25 MR

R. FOX

REL 279 Big Games: The Spiritual Significance of Sports (Same as Philosophy 226) (Not offered 2005-2006; to be offered 2006-2007)

(See under Philosophy for full description.)

CONTEMPORARY PHILOSOPHICAL AND CRITICAL INQUIRY

REL 280 The Turn to Religion in Post-Modern Thought (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/rel/rel280.html)

HAMMERSCHLAG

REL 281(S) Philosophy of Religion (Same as Philosophy 281)

(See under Philosophy for full description.)

REL 283 Arguing about God (Same as Philosophy 270) (Not offered 2005-2006; to be offered 2006-2007)

(See under Philosophy for full description.)

REL 287(S) The Dynamics of Globalization: Society, Religion and the Environment (Same as Environmental Studies 287)

Recent events have demonstrated the importance of religion in the contemporary world. What is perhaps less obvious is the reason for this role, which is often misconceived as a return of the past. This course provides a different picture by examining the social, cultural and environmental dynamics of globalization and their consequences for religion. We begin with a general investigation of globalization and raise questions such as: What is the nature of globalization and its relation to (post)modernity? Is it a new phenomenon? What are the cultural dynamics that globalization favors? What are its consequences for the exercise of power? What are its environmental consequences? We then shift to religion, arguing that its renewed relevance is a function of globalization and the transformations that the latter brings about. We examine some of the religious expressions favored by globalization as markers of identity, from personal quests as manifested in interest in Buddhism, ecology or mountain climbing, to various forms of fundamentalism, such as Pentecostalism, the fastest growing religious denomination in the Americas, and the most radical forms of Islam.

Readings: Bauman, *Globalization*; Castells, *The Rise of the Network Society*; Harvey, *The Condition of Postmodernity*; Godelier, *The Enigma of the Gift*; Tibi, *The Challenge of Fundamentalism*; Martin, *Tongues of Fire*; Ortner, *Life and Death on Mt. Everest*.

Format: seminar. Requirements: a class presentation and a research paper (15 pp.).

No prerequisites. Enrollment limit: 22 (expected: 22). Preference given to Religion majors.

This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.

Hour: 1:10-3:50 T

DREYFUS

REL 289 Network Culture (Same as Arth 268, ArtS 212 and INTR 242) (Not offered 2005-2006; to be offered 2006-2007)

(See under IPECS—INTR 242.)

Satisfies one semester of the Division II requirement.

REL 292(S) What is Life? (Same as INTR 292)

(See under IPECS—INTR 292 for full description.)

REL 301 Psychology of Religion (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/rel/rel301.html)

TAYLOR

REL 302(S) Religion and Society: The Production of Conflict or Consensus?

This course offers a sustained inquiry into the nature and role of religion in society. We will consider a fundamental question: how and why does religion produce conflict or consensus. Throughout, we will examine how and why one major form of religious activity—ritual—can produce both social solidarity and collective violence. We consider a variety of theoretical approaches that define and critique the nature of ritual activity including Durkheim, Bourdieu, Geertz, Turner, Lincoln, and Tambiah. These analytical frameworks will be applied to several ethnographic examples from the Himalayas and South Asia in which ritual functions as social drama or political spectacles. Subsequently, we will pursue the recent intersection of religion and violence in South Asia and their colonial and historical antecedents. We will address current events in India including several outbreaks of Hindu-Muslim riots and the controversial practice of self-immolation to illustrate and analyze the ritualization of collective violence.

Format: lecture/discussion. Requirements: midterm exam, active class participation, final paper.

Prerequisites: Religion 101 or Anthropology 101 or permission of instructor. Enrollment limit: 20 (expected: 15).

Hour: 1:10-2:25 TF

GUTSCHOW

REL 303 (formerly 313) Reality (Same as INTR 313 and Philosophy 313) (Not offered 2005-2006; to be offered 2006-2007)

(See under IPEC—INTR 313 for full description.)

REL 304 From Hermeneutics to Post-Coloniality (Same as Comparative Literature 344) (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/rel/rel304.html)

DREYFUS

REL 305T (formerly 285) Haunted: Ghosts in the Study of Religion (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/rel/rel305.html)

BUELL

REL 306(S) Feminist Approaches to Religion (Same as Women's and Gender Studies 307) (W)

What does feminist theory have to offer the study of religion? How have participants in various religious traditions helped to produce and enact feminisms? Feminism and religion have a long but often troubled history of interconnection. In this course, we shall explore a range of feminist theoretical perspectives that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. We shall consider how conflicts within feminism—especially those pertaining to issues of sexuality, race, class, nationality, ethnicity, and religious affiliation—make a difference for the ways that religion as a category is interpreted. Authors considered in this class will include: Elizabeth Cady

Religion, Romance Languages

Stanton, Mary Daly, Elisabeth Schussler Fiorenza, Katie Cannon, bell hooks, Judith Butler, Judith Plaskow, Ada Maria Isasi-Diaz, Kwok Pui Lan, Rachel Adler, M. Elaine Combs-Schilling, Adrienne Rich, Patricia Williams, Sallie McFague, Melanie Morrison, and Marijas Gimbutas.

Format: seminar. Requirements: brief weekly writings assignments, one class presentation, one 5-page essay, one 15-page research paper.

No prerequisites. *Enrollment limit: 19 (expected: 15). Open to all.*

Satisfies the Women's and Gender Studies theory requirement for the major.

Hour: 2:35-3:50 MR

BUELL

REL 308 (formerly 275) Shopping: Desire, Compulsion and Consumption (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/rel/rel308.html)

DARROW

REL 314 Complexity (Same as INTR 314 and Philosophy 354) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/rel/rel314.html)

TAYLOR

REL 333 Money (Same as INTR 333) (Not offered 2005-2006; to be offered 2006-2007)

(See under IPECS—INTR 333 for full description.)

REL 397(F), 398(S) Independent Study

REL 401(F) Issues in the Study of Religion

To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross-cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research. Topic for 2005 to be announced.

Requirements: class reports, papers, and substantial research projects.

Prerequisites: senior major status *or* permission of instructor. *Enrollment limit: 15 (expected: 12).*

Hour: 1:10-3:50 W

BUELL

REL 493(F)-W31; W31-494(S) Senior Thesis

ROMANCE LANGUAGES (Div. I)

Chair, Professor LEYLA ROUHI

Professors: BELL-VILLADA**, NORTON, ROUHI. Assistant Professors: S. FOX, FRENCH*, MARTIN, PIEPRZAK. Visiting Professor: NICASTRO. Visiting Assistant Professors: ABDEL-NOUR, DONNELLY. Lecturer: DESROSIERS, GLOVER. Teaching Associates: BASULTO, LIBERT, MORALES, ROMERO, RENOUD.

FRENCH

MAJOR—French Language and Literature

The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses above the 103-104 level with optimally one course each from the following areas:

- 1) Poetry and Poetics
- 2) Prose Narrative and Fiction
- 3) Theatre and Dramatic Literature
- 4) Thematics, Special Topics, Survey Courses

Students must also take a 400-level capstone seminar which may count toward any of the four required areas.

Students entering the major program at the 109/110-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at the 200-level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

MAJOR—French Studies

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:

- 1) at least two courses in French language and/or literature above the French 103 level;
- 2) a senior seminar;
- 3) *Electives*: The remaining courses needed to complete the major must be drawn from at least *three* different departments and relate primarily to an aspect of the culture, history, society, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

History 331 The French and Haitian Revolutions

Religion 301 Psychology of Religion

All courses in French literature and language above the 103 level.

In addition, students should take at least two non-language courses that are taught in French.

THE DEGREE WITH HONORS IN FRENCH

Two alternative routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis. Honors candidates are required to devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in French and will usually be in the range of from forty to sixty pages. Candidates are expected to submit thesis proposals in May of their junior year. By the end of the first semester of the senior year, students will normally have finished the research for the thesis. By the end of the winter study period, candidates will submit to the department an outline and rough draft of their work. At this time, the student will make a presentation of his project at a departmental colloquium. The thesis will be discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent revising and rewriting the thesis. The completed dissertation in its final form will be due at the end of April. The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 030). At the end of the spring semester the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department's recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

THE CERTIFICATE IN FRENCH

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. In addition, the student must take a proficiency test and achieve a score of "Advanced." The test will be administered by the department once a year during the month of April to all students desirous of obtaining the Certificate. Those interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior French background, the course sequence will consist of French 101-102,

French 103 and 104, and three courses in French above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at French 103, in addition to the three courses in French beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in French or Francophone cultural history (art, literature, drama, music) and the other in French or Francophone intellectual, political or social history.

See French Studies Major description above for list of possible electives in other departments.

PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101-102 level must take this test, regardless of their previous preparation.

STUDY ABROAD

French majors are strongly advised to complete part of the requirements for the major by studying abroad either during the academic year or the summer. Most American study-in-France programs require applicants to have completed a fifth-semester, college-level French course (French 105, for example) before they go abroad. A special affiliation with the Hamilton Junior Year in France program enables Williams students (who have completed 105) to participate in a comprehensive academic and cultural experience in a French-speaking environment. Credit for up to four courses towards the major can be granted at

Romance Languages

the discretion of the Department: normally 2 major credit for one semester and up to 4 major credits for a full year or two semesters. The final assignment of credit will be authorized in consultation with the student's major advisor once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance. Students interested in studying abroad need to consult with faculty members in French by the second semester of their first year. Early planning is essential. Because the academic quality of certain programs of study in France may well be beneath the pedagogical standards normally associated with a Williams education, students will receive major credit for only those programs recommended by the Department. Please consult a faculty member to find out which programs are acceptable. Normally, the Department does not administer proficiency exams (for study abroad) to any student who has not completed a French course at Williams.

LANGUAGE AND CIVILIZATION COURSES

RLFR 101(F)-W88-102(S) Introduction to French Language and Francophone Cultures.

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco.

Format: the class meets five hours a week. Evaluation in both semester-long courses will be based on active class participation, workbook exercises and compositions, quizzes, midterms, and final examinations. Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken.* For students who have taken less than two years of high school French. *Conducted in French.*

Enrollment limit: 20 (expected: 20). Preference will be given to first- and second-year students and those with compelling justification for admission.

Hour: 9:00-9:50 MWF and 8:55-9:45 TR
9:00-9:50 MWF and 8:55-9:45 TR

First Semester: MARTIN
Second Semester: PIEPRZAK

RLFR 103(F) Intermediate Studies in French Language and Francophone Cultures

As a continuation of French 101-102, this first-semester intermediate course is designed to help you improve your French, while at the same time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing communication skills necessary to function in daily life; learn to express your opinions and ideas; improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world. *Conducted in French.*

Format: class meets three hours a week with the professor, plus a fourth hour conference meeting with the French Teaching Assistants. Requirements: active class participation, workbook exercises and compositions, short papers, quizzes, midterm, and final examination.

Prerequisites: French 101-102 or examination placement. NOTE: Students should seriously consider taking French 103 AND 104 if they intend to enroll in more advanced French courses at the level of French 105 or above, or if they anticipate studying in France or in a Francophone country during their junior year. *Enrollment limit: 20 (expected: 20). Preference will be given to first- and second-year students and those with compelling justification for admission.*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Conferences: 1:10-2 W, 2:10-3 W

PIEPRZAK, MARTIN

RLFR 104(S) Advanced Intermediate French

The goal of this course is to build on the writing, reading, and aural comprehension skills in French developed at the elementary and intermediate levels (specifically those of French 103). The course will consist of a continued review of fundamental grammar structures, but will emphasize the application and assimilation of those structures in activities of composition, oral presentation, and discussion. Textual resources will be drawn from literary and cultural settings and will be used to develop basic analytical skills in French. *Conducted in French.*

Requirements: class participation, oral class presentations, short papers, quizzes, and exams.

Prerequisites: French 101-102, 103, or examination placement. *Enrollment limit: 20 (expected: 20). If overenrolled, preference given to continuing 103 students and potential French majors.*

Hour: 11:20-12:35 TR

Conference: 1:10-2 W, 2:10-3 W

NORTON

RLFR 105(F) Studies in French Language and Culture

The goal of this advanced language course is to strengthen students' skills in speaking, writing, and thinking in French, while at the same time developing their knowledge of French culture as it has been expressed through the centuries in literature, art, history, and—more recently—film. Grammar will be reviewed, and texts will be chosen from French and Francophone sources. *Conducted in French.*

Requirements: short papers, regular quizzes and exams, oral presentations, and active participation in class discussions.

Prerequisites: French 104, an SAT score of 600, or by placement. *Enrollment limit: 20 (expected: 20). If overenrolled, preference given to potential French majors and those with compelling justification for admission.*

Hour: 11:20-12:35 TR

NORTON

LITERATURE COURSES

RLFR 109(F) Introduction to French Literature: Laughter and Despair

Through an organized web of obsessions, this course will introduce students to some seminal moments of French literature and culture. In the face of human misery and futility, the writers selected respond in a multiplicity of ways, ranging from despair to laughter. The course will gravitate around dialectically opposed though not exclusive notions such as seriousness and frivolity (frivolous seriousness, serious frivolity), depth and superficiality, being and appearance, the Court and the City. By establishing connections between the various genres and periods, the course will show how the reading of one text infects and enhances our understanding of another. Readings will include: Villon, Du Bellay, Ronsard, Pascal, Molière, Perrault, Constant, Flaubert, and Ionesco. *Conducted in French.*

Requirements: class participation, several short papers, an oral presentation, and an hour exam.

Prerequisites: French 104 or 105 or by placement test or by permission of instructor. *Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to French majors and those with compelling justification for admission.*

Hour: 9:55-11:10 TR

NORTON

RLFR 110(S) War and Resistance: Two Centuries of War Literature in France, 1804-2004

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to France's controversial role in the current "War on Terror" (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vergétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoléonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the current "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Malle, Angelo, Pontecorvo, and Duras. *Conducted in French.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to first- and second-year students and those with compelling justification for admission.

Hour: 1:10-2:25 MR

MARTIN

RLFR 111 Introduction to Francophone Literature: Roots, Families, Nations (Not offered 2005-2006; to be offered 2006-2007)*

(www.williams.edu/Registrar/catalog/depts/rf/rf111.html)

PIEPRZAK

RLFR 204 The Spirit of the Renaissance: Rediscovery and Invention (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/rf/rf204.html)

NORTON

RLFR 206(S) The Female Prison: Convents and Brothels

In this course, we will examine eighteenth-, nineteenth-, and twentieth-century texts in which woman's destiny is defined in terms of spatial, social, and psychological confinement in mysticism or sexuality, excluding her from marriage and society. Convents and brothels, schools that teach ambiguous sexuality, subversion, and revolt, may be more interchangeable than antithetical. Texts include Diderot's *La Religieuse*, Prevost's *Manon Lescaut*, Laclos's *Les Liaisons Dangereuses*, Mme. de Lafayette's *La Comtesse de Tende*, Mme. de Duras's *Ourika*, Maupassant's *La Maison Tellier*, Zola's *Nana*, Colette's *Gigi*, and Beauvoir's *Le Deuxieme Sexe*. *Conducted in French.*

Format: seminar. Requirements: active class participation, several short papers and class presentations.

Prerequisites: any French literature course. *Enrollment limit: 15 (expected: 10). If overenrolled, preference will be given to French majors and those with compelling justification for admission.*

Hour: 2:35-3:50 TF

DUNN

RLFR 208(S) Fatal Passions and Happy Fools: French Theater in the Age of Louis XIV (Same as Comparative Literature 208)

The plays of the three great French dramatists of the seventeenth century—Corneille, Molière, Racine—are mirrors through which a rich tapestry of moral and intellectual issues, notions about art and aesthetics,

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social norms and aberrations, and meditations on the human condition are finely woven and exhaustively reflected. In an age emblemized by the solar absolutism of the “Sun King”, comedy and tragedy engage critical minds in searching questions on what constitutes heroism, duty, fatality, hypocrisy, social conformity and marginality. No area of literature engages, perhaps, in more sustained interrogation, even subversion, of the stifling authority of Versailles and the Court than do the genres of tragedy and comedy. They are texts that interpret not only the tragic vision of the individual acting out his or her part in a universe where the gods remain silent spectators, but also the comic vision of salons inhabited by a typology of misfits, puffers and fops, the happy fools of gilt and glitter. This course will examine these issues through some of the masterpieces of dramatic literature from this period, including Corneille’s *Le Cid* and *Horace*, Molière’s *Tartuffe*, *Le Misanthrope*, and *Les Précieuses ridicules*, and Racine’s *Phèdre* and *Andromaque*. These plays will be studied and discussed in the context of French society, art, and the theological, intellectual, and political thought of seventeenth-century France. The performance of certain plays will be observed directly through cinematic productions. Conducted in French.

Format: seminar. Requirements: class participation, two shorter papers, one longer paper, and an oral presentation.

Prerequisite: French 109, 110, 111, or permission of instructor. *Enrollment limit: 15 (expected: 15).* *Preference will be given to French majors and those with compelling justification for admission.*

Hour: 9:55-11:10 TR

NORTON

RLFR 212 Sister Revolutions in France and America (Same as Leadership Studies 212 and History 393) (Not offered 2005-2006; to be offered 2006-2007)
(See under Leadership Studies for full description.)

RLFR 226(F) Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War*

Today the countries of North Africa are experiencing rapid social change. Rap music and Britney Spears can be heard spilling out of windows while television sets broadcast a call to prayer. In the market place, those selling their goods compete to be heard over the ringing of cell-phones. Old and new exist side by side, albeit sometimes very uncomfortably. During the past decade, literature has emerged in both French and Arabic examining the effects of globalization: unequal modernization, unemployment, cultural change and cultural resistance. In this course, we will read short stories that address these issues alongside Moroccan, Algerian and Tunisian newspapers on the web in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zafzaf, Ahmed Bouzfour, Soumaya Zahy and Abdelhak Serhane among others. *Conducted in French.*

Requirements: active class participation, Blackboard postings, two short papers, an oral presentation and a final paper.

Prerequisites: French 109 or above or results of the College Placement Examination, or permission of instructor. *Enrollment limit: 20 (expected: 20).* *Preference given to French majors and those with compelling justification for admission.*

Hour: 1:10-2:25 TF

PIEPRZAK

RLFR 310 Sexuality and Seduction in Nineteenth and Twentieth-Century France (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/rlfr/rlfr310.html)

MARTIN

RLFR 312T(S) Writing Islands (Same as Comparative Literature 312T) (W)*
(See under Comparative Literature for full description.)

Tutorial meetings to be arranged.

PIEPRZAK

RLFR 408(S) Senior Seminar. Desperate Housewives and Extreme Makeovers: Novel Approaches to the Nineteenth-Century Novel (Same as Comparative Literature 358)

In 1834, Balzac wrote that “Paris is a veritable ocean. Sound it: you will never know its depth.” The same can be said of the French nineteenth-century novel and its boundless ability to echo the historical past and reverberate in the cultural present. Desperate housewives, sex in the city, queer eyes for straight guys, and extreme makeovers fill the pages of the nineteenth-century novel. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Maupassant and Zola, the novel became an extraordinary forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, the domestically-abused Gervaise, and the man-eating courtesan Nana became synonymous with France’s turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these characters continue to haunt our twenty-first century present. Reinterpreted by such contemporary actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Flaubert, Maupassant, and Zola. Films include adaptations by Renoir, Lelouch, Christian-Jaque, Clément, Berri, August, and Chabrol. *Conducted in French.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a

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final paper.

Prerequisites: French 109, 110, 111 or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to French and Comparative Literature Majors and those with compelling justification for admission.*

Hour: 2:35-3:50 MR

MARTIN

RLFR W30 Honors Essay

RLFR 493(F)-W31-494(S) Senior Thesis

RLFR 497(F), 498(S) Independent Study

RLFR 511(F) Intensive Grammar and Translation

An intensive grammar course for students interested either in developing or in improving their basic reading skills in French. Emphasis will be on a general review of grammar and sentence structure as well as on developing a wide range of vocabulary centered around art history. *Conducted in English.*

Evaluation will be based on participation, papers, a midterm, and a final exam.

Enrollment open for graduate students; others by permission of instructor.

Hour: TBA

DESROSIERS

RLFR 512(S) Readings in French Art History and Criticism

This course is an intensive translation seminar for the Williams College Graduate Program in Art History and for interested undergraduate students, with permission of instructor.

The core of the course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of Art History. The various texts read in this class will be analyzed in form and content, translated or summarized in order to develop the skills and understand the techniques necessary to accurately read French. Grammar will systematically be reviewed in context.

Evaluation will be based on participation, papers, a midterm, a project and a final examination.

Prerequisites: French 511 or permission of instructor.

Hour: TBA

DESROSIERS

ITALIAN

RLIT 101(F)-W88-102(S) Elementary Italian

This is a year-long course which offers a thorough introduction to basic Italian language skills with primary emphasis on comprehension of the spoken language. Students interact with taped materials and submit written compositions on a regular basis.

The class, which meets five hours a week, is conducted entirely in Italian.

Evaluation will be based on chapter tests (50%), a final exam (20%), completion of workbook and lab manual exercises (20%), and classroom attendance/participation (10%).

Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken.*

Enrollment limit: 22. The course is not open to those who have had one year or more of high school Italian.

Instructor will prioritize on the basis of study abroad plans and year at Williams.

Hour: 9:00-9:50 MWF and 8:55-9:45 TR

NICASTRO

RLIT 103(F) Intermediate Italian

This course reviews and builds on vocabulary and structures studied in first-year college-level Italian. As a means to this end, students will engage in text-based grammar-review drills in meaningful context; and will read short stories, excerpts of a contemporary novel, and non-literary texts dealing with current issues in Italian society.

Evaluation will be based on classroom participation, completion of assigned exercises, and a combination of chapter tests, and a final exam.

Prerequisites: Italian 102 or equivalent. *Enrollment limit: 25 (expected: 15).*

Hour: 11:00-11:50 MWF

NICASTRO

SPANISH

The Spanish major consists of nine courses above the 103-104 level. These nine courses include 301, any 200 level or above (*excluding RLSP 205 and RLSP 303*), and 403. One 200-level course must be completed at Williams. Other courses, taken at overseas programs, may be used to satisfy the requirements of the major, with approval of the department. The Spanish faculty strongly suggests that students take 201 and 200 at some point in their studies, and especially recommends that they do so before rather than after studying abroad.

The major seeks to provide training in literary analysis and linguistic expression, as well as an appreciation of Hispanic civilization, through the study of the major writers of the Spanish-speaking world.

Students majoring in Spanish may replace one of their Spanish electives with a course in Comparative Literature, with one course in Latin-American Studies that is 200-level or higher, or with a course in Linguistics.

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Inasmuch as all courses in Spanish assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

Courses numbered in the 100s are language courses, with 105 and 106 combining grammar and literature. RLSP 200 and RLSP 201 focus on civilization and culture, while other 200-level classes serve as gateway courses for literary study, in ascending order of difficulty; they are thus suitable for first-years and sophomores. Courses in the 300s require both serious grounding in the study of literature and an advanced command of the language. The 400-level course offered annually is the senior seminar, serving as "capstone course" to the Spanish major.

THE DEGREE WITH HONORS IN SPANISH

Candidates for a senior thesis must have maintained a 3.5 GPA in the major by the time of proposal submission. Two alternative routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis. Honors candidates are required to devote to their theses two semesters of Independent Study (beyond the nine courses required for the major—and the winter study period of their senior year (493-W31-494). The thesis will be written in Spanish and will usually be in the range of from forty to sixty pages. Candidates are encouraged to submit thesis proposals in May of their junior year. By the end of the first semester of the senior year, students will normally have finished the research for the thesis. By the end of the winter study period, candidates will submit to the department a completed first draft of their work. At this time, the student will make a presentation of his project at a departmental colloquium. The thesis will be discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent revising and rewriting the thesis. The completed dissertation in its final form will be due at the end of April.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 030) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department's recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. In addition, the student must take a proficiency test and achieve a score of "Advanced." The test will be administered by the department once a year during the month of April to all students desirous of obtaining the Certificate. Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

List of possible electives in other departments:

Anthropology 215 The Secrets of Ancient Peru: Archaeology of South America
Anthropology 216 Native Peoples of Latin America
ArtH 200 Art of Mesoamerica
History 242 Latin-America from Conquest to Independence
History 243 Modern Latin America, 1822 to the Present
Political Science 349T Cuba and the United States

Other electives may likewise be considered as departments create new courses. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

PLACEMENT

A placement test in Spanish is administered at Williams at the opening of the fall semester. Incoming first-year students who wish to register for any Spanish courses above the 101 level must take this test.

STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to include study in Spain or Latin America as part of their program at Williams. Through its special ties with the Hamilton College Academic Year in Spain, the department offers a comprehensive linguistic and cultural experience in a Spanish-speaking environment, for periods either of a semester or a year. Credit for up to four courses can be granted at the discretion of the Department for study

overseas. Students interested in study abroad should consult with a member of the department at their earliest convenience.

RLSP 101(F)-W88-102(S) Elementary Spanish

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

Format: the class meets five hours a week. Requirements: students will complete workbook and CD-rom exercises weekly. Evaluation will be based on participation, regular homework exercises, quizzes, a mid-term, and a final exam.

Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken.*

Enrollment limit: 20—For students who have studied less than two years of Spanish in secondary school.

Hour: 10:00-10:50 MWF and 9:55-10:45 TR

First Semester: S. FOX

10:00-10:50 MWF and 9:55-10:45 TR

Second Semester: GLOVER

RLSP 103(F) Intermediate Spanish

This course is a continuation of Spanish 101-102. It focuses on the review of grammar and stresses the spoken as well as the written tongue. Films and reading selections will explore the cultures and current issues of Spain and Latin America. Format: class meets four hours a week. Requirements: weekly written exercises of 1 to 2 pages, regularity of class participation, oral reports, frequent quizzes, and a final exam. Prerequisites: Spanish 101-W-102 or results of the Williams College placement exam. *Enrollment limit: 22 per section (expected: 22 per section).* Two sections.

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Conferences: 2:10-3, 3:10-4 W

DONNELLY, ABDELNOUR

RLSP 104(S) Upper Intermediate Spanish

This course is a continuation of Spanish 103. It focuses on the review of grammar as well as on refining writing and speaking skills. Films and reading selections will enable students to deepen their understanding of Hispanic cultures.

Format: class meets four hours a week. Requirements: weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, a midterm and a final exam.

Prerequisites: Spanish 103 or the results of the Williams College placement exam. *Enrollment limit: 22 (expected: 22).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Conferences: 2:10-3, 3:10-4 W

S. FOX, ABDELNOUR

RLSP 105(F) Advanced Composition and Conversation

This course involves intensive practice in speaking and writing. Students are also expected to participate actively in daily conversations based on the study of grammar book, as well as selected short stories by Peninsular writers. In addition, they will write frequent compositions and perform regular exercises using the internet. *Conducted in Spanish.*

Format: lecture/discussion. Evaluation will be based on class participation, frequent quizzes and compositions, and a final exam. This course requires students to have produced 20 or more pages of writing by the end of the semester.

Prerequisites: Spanish 103, Spanish 104 or results of the Williams College placement exam. *Enrollment limit: 20 (expected: 20). Preference is given to first-years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish.*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF Conferences: 2:10-3, 3:10-4 W

DONNELLY, GLOVER

RLSP 106(S) Advanced Composition and Conversation

This course may be taken separately or as a continuation of Spanish 105. Written and oral work will be based on selected short stories by Latin-American writers. Weekly compositions, plus regular exercises in the language laboratory.

Requirements: a weekly essay based on the stories read in class, written laboratory exercises, participation in the grammatical and literary discussions, quizzes, a midterm, and a final exam.

Prerequisites: Spanish 103, Spanish 104 or results of the Williams College placement exam. *Enrollment limit: 20. Preference is given to first-years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish.*

Hour: 11:00-11:50 MWF

Conferences: 2:10-3, 3:10-4 W

BELL-VILLADA

RLSP 107(F) Spanish for Heritage Speakers: Introduction to the Cultural Production of U.S.

Latinas/os (Same as Latina/o Studies 207) *

(See under Latina/o Studies for full description.)

RLSP 200(S) (formerly 112) Latin-American Civilizations*

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. *Conducted in Spanish.*

Requirements: two essays on assigned topics, one oral presentation, active discussion of the ideas and the

Romance Languages

facts presented in class, a midterm, and a final.

Prerequisites: Spanish 105 or permission of instructor. *Enrollment limit: 20 (expected: 20).*

Hour: 2:35-3:50 MR

BELL-VILLADA

RLSP 201(F) (formerly 111) The Cultures of Spain

Linguistically, culturally, and historically, the Iberian peninsula bears the traces of the past civilizations that once inhabited the land. Iberians, Celts, Phoenicians, Greeks, Carthaginians, Romans, Visigoths, Arabs, and Jews have all been instrumental in shaping the modern nation and the contributions of these groups are the starting point in any understanding of Spain's rich cultural heritage and traditions. Cultural diversity in contemporary Spain reflects at once the distinct autonomous regions which constitute the socio-political fabric of the country, such as Catalonia and the Basque Country, and also patterns of migration both within and beyond the European Union. In this course we will examine and consider Spain past and present. We will study periods of tolerance and cultural brilliance, such as the co-existence of Arabs and Jews in Medieval Cordoba, as well as censorship and repression, brought about by the institution of the Inquisition, for example, or during the Franco Regime. Materials will include representative works from literature, art, architecture, music, and film. Secondary texts providing essential socio-political and historical context will be supplied. *Conducted in Spanish.*

Requirements: active participation in class discussions, an oral presentation, several short writing assignments, a midterm and a final. Prerequisites: Spanish 105, permission of instructor, or results of the Williams College Placement Exam. *Enrollment limit: 20 (expected: 20).*

Hour: 11:00-11:50 MWF

S. FOX

RLSP 202 The Generation of 1898 (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp202.html)

RLSP 203(F) Major Latin-American Authors: 1880 to the Present (W)*

A survey of some of the leading imaginative writers of Hispanic America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, and García Márquez. *Conducted in Spanish.*

Prerequisites: Spanish 105 or higher. *Enrollment limit: 22.*

Hour: 1:10-2:25 MR

ABDELNOUR

RLSP 205 The Latin-American Novel in Translation (Same as Comparative Literature 205)

*(Not offered 2005-2006; to be offered 2006-2007)**

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp205.html)

BELL-VILLADA

RLSP 208(S) The Spanish Civil War in Literature and Film

The Spanish Civil War (1936-1939) has generated a vast bibliography and filmography that to this day reflect widely antagonistic interpretations of the conflict itself, its roots, and its impact. From the Spanish perspective, the war is the most important single event in understanding modern Spain. The ideals, passions, and consequences of the Spanish Civil War still divide Spaniards and have been recreated and relived by writers, artists, and filmmakers, and debated by historians. The course will begin with a historical introduction to the origins, development, and outcome of the war. Was the Spanish war a national struggle or an international struggle played out on Spanish soil? Along with studying internal Spanish political divisions, we will also consider the impact of the foreign policy positions of other countries—including Germany, Italy, the United States, and Russia—vis-a-vis Spain, as well as the role of the thousands of foreign volunteers who formed the International Brigades and came from all over the world to fight against Franco. With this historical basis, we will see how the themes and issues of the war are reflected in Spanish poetry, short fiction, novels, and films from the time of the war up through the present day. Readings will include works by Ayala, Cernuda, Neruda, Goytisolo, Sender, Feman-Gomez, and Matute. Films will include documentaries as well as classic and contemporary features. *Conducted in Spanish.*

Evaluations will be based on lively class participation, an oral report, short written assignments, and two papers.

Prerequisites: Spanish 111, permission of instructor, or results of the Williams College Placement Exam. *Enrollment limit: 20.*

Hour: 1:10-2:25 MR

S. FOX

RLSP 211 Survey of Medieval and Golden Age Spanish Literature (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp211.html)

RLSP 217(F) Love in the Spanish Golden Age

The principal focus of this course is the Spanish "comedia" of the seventeenth century (with supplemental readings from prose and poetry) to provide us with a dynamic and critical understanding of the theme of love as constructed by the greatest dramatists and authors of the period. Works by Lope de Vega, Tirso de Molina, Calderón, Cervantes, San Juan de la Cruz, and others will show us how the theme was treated from diverse perspectives, and how it related to key concepts such as honor, religion, and artistic creativity. *Conducted in Spanish.* Evaluation will be based on meaningful participation and frequent short written

assignments with one longer composition.

Prerequisites: Spanish 105 and above or permission of instructor. *Enrollment limit: 20. Preference given to students with a background in literature.*

Hour: 1:10-3:50 W

ROUHI

RLSP 301 Cervantes' *Don Quijote* (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/rlsp/rlsp301.html)

RLSP 306T(S) Latino Writing: Literature by U.S. Hispanics (Same as Comparative Literature 302T) (W)*

Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Edward Rivera, Oscar Hijuelos, Cristina Garcia, and historical texts by Carey McWilliams, and Rodolfo Acuna. Given the absence of a critical consensus around these recent titles, our task is to gain some sense of their common traits as a tradition, and place them within the larger body of literature of the Americas and the world. The tutorial will examine one work or set of authors per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the second tutee and the tutor, will follow. The course is designed to accommodate both Spanish and English speaking students. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together. Requirements: five short oral presentations/papers (about 20-25 minutes) and a final longer one (about 40-45 minutes). Prerequisites: some previous course work in any literature beyond the 100 level is helpful. Students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200-level Spanish course or seek permission of the tutor.

Tutorial meetings to be arranged.

BELL-VILLADA

RLSP 403(F) Senior Seminar: Literature and the City in Latin America*

It is by now considered a mere commonplace to assert that literary production in Latin America depends upon the city. In this course we will examine how the city as a real, lived space of power and the representation of the city as a fictional landscape intersect in many Latin American texts. We will pay close attention to how the city often serves to uphold dominant forms of power as well as appear as a space of community and resistance. We will also consider how the city is written in relation to nature and the country. The focus will be broad, spanning from the colonial period (Balbuena, Carrión de la Vándera), through texts of the early republican period (Sarmiento, Bello), the twentieth century (Güiraldes, Borges, Arguedas) and the narratives of the last few decades (Eltit, Piglia, Bellatín, the film *La ciudad*). *Conducted in Spanish.* Format: seminar. Requirements: Three papers (8 - 9 pages) and one oral report that explores a cultural aspect of a particular Latin American city.

Prerequisite: any 300-level course or two 200-level courses or permission of the instructor. *Enrollment limit: 14 (expected: 8). Preference given to Spanish majors and students with a background in literature.*

Hour: 2:35-3:50 MR

DONNELLY

RLSP W30 Honors Essay

RLSP 493(F)-W31-494(S) Senior Thesis

RLSP 497(F), 498(S) Independent Study

RUSSIAN (Div. I)

Chair, Professor HELGA DRUXES

Professors: DRUXES, GOLDSTEIN. Associate Professor: CASSIDAY. Assistant Professor: VAN DE STADT. Teaching Associate: BORISOVA.

LANGUAGE STUDY

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. Russian 101-W88-102 covers the basics of Russian grammar. Russian 103 and 104 offer additional instruction in grammar and provide extensive practice in reading and conversation. Russian 201 and 202 aim to develop facility in speaking, writing, and reading.

STUDY ABROAD

The department strongly encourages students desiring to attain fluency in Russian to spend a semester or year studying in Russia or one of the former Soviet republics. Students generally apply to one of several approved foreign study programs. Russian 104 or the equivalent and junior standing are normally prerequisite for study abroad.

LITERATURE AND CULTURE IN TRANSLATION

Russian

The department regularly offers courses on Russian literature and culture in English for those students who have little or no knowledge of Russian, but who wish to become acquainted with the major achievements in Russian literary and cultural history.

THE CERTIFICATE IN RUSSIAN

To enhance a student's educational and professional profiles, the Certificate in Russian offers a useful tool for using the language in a wide variety of disciplines. The sequence of language and culture courses is designed to supplement a student's major at Williams by enabling the student to expand his or her knowledge in a related field.

Students who enter Williams with previous training in Russian may substitute more advanced courses for the 100- and 200-level courses; they can also be exempted from up to two of the required courses. Thus, in order to earn a certificate a student must take no fewer than five courses (including three language courses) after enrolling at Williams.

Students must receive a minimum grade of B in each course taken in the sequence. In addition, they must receive a score of at least 85% on a standardized language proficiency test administered by the department.

Required Courses

101
102
103
104
201

Electives

- at least one course on Russian cultural history
- at least one course on Russian intellectual, political, or social history, or post-Soviet economics

THE MAJOR

The Russian major offers students an interdisciplinary approach to the intellectual and cultural history of Russia and the former Soviet republics. Students complete the major by combining courses in Russian language and literature with courses in history, political science, music, economics, and art.

For students who start Russian at Williams, the major requires a minimum of ten courses: Russian 101-102, 103, 104, 201, 202, and 402; one elective in Russian above 202; and two electives from either Russian courses above 202 or appropriate offerings of other departments.

For students who have acquired intermediate or greater proficiency in the language before coming to Williams, the minimum requirement is nine courses: Russian 402; one elective in Russian above 203; and seven other courses selected from Russian courses above 102 and appropriate offerings in other departments.

Students selecting the major must normally complete Russian 202 or the equivalent by the end of the junior year. Majors will normally be expected to take the 400-level seminar offered in their senior year, even if they have previously taken another version.

Examples of appropriate courses in other departments are:

History 140 *Fin-de Siecle* Russia: Cultural Splendor, Imperial Decay
History 240 Muscovy and the Russian Empire
History 241 The Rise of the Soviet Union
History 440 Reform, Revolution, Terror: Russia, 1900-1939

Russian majors may receive major credit for as many as four courses taken during study abroad.

THE DEGREE WITH HONORS IN RUSSIAN

At the beginning of the second semester of the senior year, students may nominate themselves to candidacy for the degree with honors. By the end of the junior year at the latest, however, they will have established in consultation with the department their qualifications for embarking on the project, the pattern of study to be followed, and the standards of performance.

Students earn a degree with honors by submitting a senior thesis (493-W31-494) of honors quality.

RUSS 101(F)-W88-102(S) Elementary Russian

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all four language skills: listening comprehension, speaking, reading, and writing, through intensive use of authentic written materials and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who have studied Russian in secondary school, consultation with the instructor is required before registering for any Russian language course in the sequence 101 through 202.

Format: the class meets five hours a week. Regular assignments requiring work in the language lab are given. Requirements: active class participation, completion of all written and lab assignments, quizzes, tests, and a final exam.

Russian

Credit granted only if both semesters are taken. Students electing this course are required to attend and pass the sustaining program in the winter study period.

Hour: 9:00-9:50 MWF and 8:30-9:45 TR
9:00-9:50 MWF and 8:30-9:45 TR

First Semester: CASSIDAY
Second Semester: VAN DE STADT

RUSS 103(F), 104(S) Intermediate Russian

A continuation of Elementary Russian 101-102, this course seeks to develop conversation, comprehension, and composition skills through the use of a variety of materials that treat topics from Russian and Soviet culture, current events, and daily life. Selected readings from Russian short stories are included, as are the review and expansion of grammar topics covered in 101-102.

Format: the class meets four hours a week with the fourth hour a conversation conference section, time to be arranged. Requirements: active class participation, completion of all written and lab assignments, quizzes, and a final exam.

Prerequisites for 103: Russian 101-102 *or* permission of instructor.

Prerequisites for 104: Russian 103 *or* permission of instructor.

Hour: 10:00-10:50 MWF
10:00-10:50 MWF

First Semester: CASSIDAY
Second Semester: GOLDSTEIN

RUSS 201(F), 202(S) Advanced Russian

This course focuses on vocabulary building and intensive development of reading, spoken, and written skills. Conversation is not so much emphasized as is the ability to present and defend a point of view. A wide variety of literary and journalistic texts will be read and discussed. Russian television news and films will also be viewed.

Format: the class meets four hours a week with the fourth hour a conversation conference section, time to be arranged. Requirements: active class participation, completion of all written assignments, quizzes, several short essays, and a final exam.

Prerequisites for 201: Russian 104 *or* permission of instructor.

Prerequisites for 202: Russian 201 *or* permission of instructor.

Students considering study in Russia are strongly advised to complete these courses before embarking on such study.

Hour: 11:00-11:50 MWF
11:00-11:50 MWF

First Semester: VAN DE STADT
Second Semester: CASSIDAY

RUSS 203(F) Nineteenth-Century Russian Literature in Translation (Same as Comparative Literature 203)

Literature provided the primary medium for political, philosophical, and religious debate in nineteenth-century Russia. It was also one of the major fora through which "Russia" could begin to define itself as a nation, tied to, but distinct from, Western Europe. For a long time, Russian authors had relied quite heavily on foreign literary models for inspiration and direction, and it was only in the early part of the nineteenth century that a specifically "Russian" tradition could be seen to emerge. In addition to its task of introducing major Russian authors and their creative ideas, this course will seek to examine the rise of Russian literature as such, its key movements and their proponents, and the recurring theme of "Russianness" and national identity. Readings by Karamzin, Chaadaev, Pushkin, Gogol, Goncharov, Turgenev, Dostoevsky, Tolstoy, and Chekhov. *All readings will be in English.* As part of the Critical Reasoning and Analytical Skills initiative, this course will focus on developing students' ability to analyze literature objectively and to interpret literature in both written and oral arguments.

Format: lecture/discussion. Requirements: active class participation, frequent short papers, one oral presentation, and a final research project.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to majors in Russian and Comparative Literature.*

This course is part of the Critical Reasoning and Analytical Skills initiative.

Hour: 9:55-11:10 TR

VAN DE STADT

RUSS 204 Freeze, Thaw, Resurrection: Twentieth-Century Russian Literature in Translation (Same as Comparative Literature 204) (Not offered 2005-2006) (W)

(www.williams.edu/Registrar/catalog/depts/russ/russ204.html)

RUSS 206(S) Topics in Russian Culture: Feasting and Fasting in Russian History

This course will use the methodology of food history to explore the broader historical, economic, and artistic conditions that gave rise to Russian culture. We will examine culinary practice as well as the social context of cooking and eating in Russia. In order to elucidate the important interplay between culture and cuisine, we will discuss such issues as the domestic roles of women and serfs, the etiquette of the table, the role of drinking and temperance movements, and the importance of feasts and fasts in the Russian Orthodox Church calendar. Short stories, memoirs, and cookery books will provide insight into class and gender differences, cooking techniques, and the specific tastes that characterize Russian cuisine. This class will present Russian culture from a predominantly domestic point of view that originates from the wooden spoon as much as from the scepter. *Knowledge of Russian is not required.*

Format: seminar. Requirements: several short written assignments and class presentations, a final project

Russian, Science and Technology Studies

involving research in some aspect of Russian culinary history, and participation in a communal feast.

No prerequisites. *Enrollment limit: 25 (expected: 25).*

Hour: 1:10-2:25 MR

GOLDSTEIN

RUSS 208(F) Twentieth-Century Russian Art and the Birth of Abstraction (Same as ArtH 266)

(See under Art History for full description.)

Hour: 2:35-3:50 MR

GOLDSTEIN

RUSS 222 The Russian Short Story (Same as Comparative Literature 222) (Not offered 2005-2006) (W)

(www.williams.edu/Registrar/catalog/depts/russ/russ222.html)

VAN DE STADT

RUSS 301 Russian and Soviet Film (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/russ/russ301.html)

CASSIDAY

RUSS 303 Russia in Revolution (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/russ/russ303.html)

CASSIDAY

RUSS 305 Dostoevsky and His Age (Same as Comparative Literature 305) (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/russ/russ305.html)

RUSS 306(S) Tolstoy and His Age (Same as Comparative Literature 306)

This course will examine the life and works of the great Russian writer Lev Tolstoy in the context of Western intellectual history. Readings will include Tolstoy's two major novels, *War and Peace* and *Anna Karenina*, as well as a number of shorter works, such as *The Kreutzer Sonata* and *The Death of Ivan Ilych*. We will also examine some of Tolstoy's aesthetic and didactic works. Ultimately, we will develop an understanding of the writer's environment and his impact on the numerous social movements calling for change in the second half of the nineteenth century. *All readings will be in English.*

Format: lecture/discussion. Requirements: timely completion of all reading assignments, active class participation, three short papers, an article review, and a final research project.

No prerequisites. *No enrollment limit (expected: 20).*

Hour: 2:35-3:50 MR

CASSIDAY

RUSS 307 Music and Nineteenth-Century Russian Literature (Not offered 2005-2006)

(www.williams.edu/Registrar/catalog/depts/russ/russ307.html)

VAN DE STADT

RUSS 402(S) Images of Childhood in Russian Literature (W)

The manner in which childhood is contemplated, experienced, and represented in Russian literature and film tells us a lot about what it might be like to grow up Russian. In itself, the term "Russian" can shift in meaning according to sex, religion, ethnicity, social class, and political affiliation; a consideration with which children have often been confronted. This course will examine a variety of nineteenth and twentieth-century works, from poetry to prose, fiction to autobiography, fairy-tales to didactic literature, in which the experience of childhood is a central concern. We will read works by Pushkin, Tolstoy, Chekhov, Gorky, Babel, Inber, Tsvetaeva, Pasternak, Schweitzer, and Vasilenko and watch such films as Eisenstein's "Bez-hin Lea" and Karasik's "Scarecrow." *All the primary texts will be read in the original, and class will be conducted entirely in Russian.*

Format: seminar. Requirements: active class participation, one oral presentation, frequent short writing assignments, a longer paper, and a final project.

Prerequisites: Russian 201 or 202, or consent of the instructor. *Enrollment limit: 19 (expected: 2-5).*

Hour: 11:20-12:35 TR

VAN DE STADT

RUSS 493(F)-W31-494(S) Senior Thesis

RUSS 497(F), 498(S) Independent Study

SCIENCE AND TECHNOLOGY STUDIES (Div. II)

Chair, Professor DONALD deB. BEAVER

Advisory Committee: Professors: ALTSCHULER, D. BEAVER***, DETHIER, KAPLAN, THOMAN. Assistant Professor: MLADENOVIC.

Science and Technology Studies (SCST) is an interdisciplinary program concerned with science and technology and their relationship to society. In addition to being concerned with the historical development and a philosophical understanding of the ideas and institutions of science and technology; Science and Technology Studies also examines their ethical, economic, social, and political implications.

The role that science and technology have played in shaping modern industrial societies is generally acknowledged, but few members of those societies, including scientists and engineers, possess any understanding of how that process has occurred or much knowledge of the complex technical and social interactions that direct change in either science or society. The Science and Technology Studies Program is intended to help create a coherent course of study for students interested in these questions by providing a broad range of perspectives. At present, courses are offered which examine the history or philosophy of science and technology, the sociology and psychology of science, the economics of research and develop-

Science and Technology Studies, Williams Program in Teaching

ment and technological change, science and public policy, technology assessment, technology and the environment, scientometrics, and ethical-value issues.

To complete the requirements of the program, students must complete six courses. The introductory course and senior seminar are required and three elective courses are chosen from the list of designated electives. Students may choose to concentrate their electives in a single area such as technology, American studies, philosophy, history of science, economics, environment, current science, or current technology, but are encouraged to take at least one elective in history, history of science, or philosophy. The sixth course necessary to complete the program is one semester of laboratory or field science in addition to the College's three-course science requirement. Other science courses of particular interest include Chemistry 110 and Biology 134.

The program is administered by a chair and an advisory committee of faculty who teach in the program. Students who wish to enroll normally register with the chair by the fall of their junior year.

SCST 101(F) Science, Technology, and Human Values (Same as History of Science 101)

(See under History of Science for full description.)

SCST 401(F) Senior Seminar: Critical Perspectives on Science and Technology

A research-oriented course designed to give students direct experience in evaluating and assessing scientific and technological issues. Students initially study particular techniques and methodologies by employing a case study approach. They then apply these methods to a major research project. Students may choose topics from fields such as biotechnology, computers, biomedical engineering, energy, and other resource development. Students will apply their background of historical, philosophical, and technological perspectives in carrying out their study.

Format: seminar. Requirements: research paper or project.

Enrollment limit: 5. Satisfies one semester of the Division II requirement.

Hour: TBA

D. BEAVER

Elective Courses

Biology/Environmental Studies 134 The Tropics: Biology and Social Issues
Chemistry 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science
Environmental Studies 307/Political Science 317 Environmental Law
Environmental Studies 402 Syntheses
History of Science 240 Technology and Science in American Culture
History of Science/Philosophy 334 Philosophy of Biology
History of Science/Astronomy 338 The Progress of Astronomy
Music 223T Music Technology II
Philosophy 209 Philosophy of Science
Philosophy 210 Philosophy of Medicine
Sociology 368 Technology and Modern Society

Courses of Related Interest

ANSO 205 Ways of Knowing
ArH/Environmental Studies 201 American Landscape History
ArH 257 Architecture 1700-1900
Environmental Studies 302 Environmental Planning Workshop
Geosciences/Environmental Studies 103 Environmental Geology and the Earth's Surface
History 475 Modern Warfare and Military Leadership
History of Science 224 Scientific Revolutions: 1543-1927
History of Science 320/History 293 History of Medicine
Physics 100 Physics of Everyday Life

SOCIOLOGY (Div. II)—see ANTHROPOLOGY AND SOCIOLOGY

STATISTICS (Div. III)—see MATHEMATICS AND STATISTICS

WILLIAMS PROGRAM IN TEACHING

Director, SUSAN ENGEL

The program in teaching is designed to enable Williams Undergraduates to study the ideas, questions, and practices involved in good teaching at all levels. The program seeks to promote and facilitate an exchange of ideas about teachers, learners and schools, within and beyond the Williams campus. The program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach. Students may participate in a variety of ways, ranging from taking one course to a sustained in-depth study of teaching and learning geared to those who want to become teachers, or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology for instance) and the process of teaching those topics to elementary and high school students. The program is

Williams Program in Teaching, Theatre

open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study. Students seeking certification through an arrangement with the Massachusetts College of Liberal Arts (MCLA) should consult with Susan Engel before the end of their sophomore year.

The following provides a sample outline of the sequence of courses and experiences that an interested student might take

- ◆ Psychology 101 Intro to Psych (required for further psychology courses);
- ◆ Psychology 232 Developmental Psychology and/or
- ◆ Psychology 242 Social Psychology;
- ◆ Psychology 272 Psychology of Education;
- ◆ Psychology 336 Adolescence;
- ◆ Psychology 372 Advanced Seminar in Teaching and Learning
- ◆ At least one Winter Study in an intensive teaching practicum. The major programs are in Berkshire County (under PSYC) or in New York City (under SPEC), although other opportunities may be listed elsewhere in the Winter Study section of the course catalogue.

No specific major is required to participate in the program—although some lend themselves easily to certification, such as Mathematics, English, Biology, American history, or French, almost all of our majors can provide the basis of teacher certification. Alternately, students can major in Psychology, take a concentration of courses in a different field, and then pursue that content area more intensively in graduate work.

Other courses of interest include:

- Economics 359 The Economics of Higher Education
- Mathematics 285 Teaching Mathematics
- Philosophy 331 Contemporary Epistemology
- Philosophy 379 American Pragmatism
- Psychology 332 Cognitive Development
- Psychology 333 Children's Lives: Thinking, Feeling and Doing
- Psychology 341 Stereotypes, Prejudice, and Discrimination
- Psychology 351 Peer Relations

THEATRE (Div. I)

Chair, Professor ROBERT BAKER-WHITE

Professors: BAKER-WHITE, EPPEL. Assistant Professors: BEAN, JOTTAR*, LIEBERMAN.
Lecturers: BROTHERS, CATALANO. Visiting Lecturers: O'CONNOR\$, SEITEL\$\$, William Dwight Whitney Professor of Arts and Theatre: BUCKY.

As a reflection of the theatre's historical relationship to literature and the arts, stage production is studied in the context of the literary and artistic movements which have informed theatrical endeavor. The major in Theatre emphasizes the collaborative nature of the discipline by drawing upon courses offered by faculty of the Language, Literature, Music, and Art Departments. Although students will be equipped to proceed to graduate and professional schools in theatre, the major is primarily directed toward those interested in studying the theatre as an artistic phenomenon and as an interpretive tool. Because a deep understanding of theatre requires training and experience with the synthesis on stage, the major includes curricular study of production and performance, as well as continued participation in departmental stage production.

Williamstheatre, the production arm of the Department of Theatre, operates under the supervision of the departmental faculty. Major departmental productions as well as laboratory and experimental productions of all kinds are mounted on the new stages of the '62 Center for Theatre and Dance. Participation in acting or technical work is open to all members of the Williams College community. Students majoring in Theatre will be asked to consult regularly with departmental advisors in devising the sequence of courses and production participation that will constitute their major.

MAJOR

The major in Theatre requires six specific courses, plus three electives as specified below. The specific courses are:

- Theatre 103 Acting I
- Theatre 102 Theatre Technologies
- Theatre 201 Theatrical Design: Process and Collaboration

One course focusing on Critical Studies/Dramatic Literature taught from within the department and to be taken in first two years (prospective majors should consult with department chair for a list of appropriate courses)

Prospective theatre majors should attempt to complete the above four courses, in no particular order, by the end of sophomore year.

The remaining two specific courses are:

Theatre 301 Junior Seminar

Theatre 401/402 Independent Senior Practicum

Students must also take three electives from the department's other offerings, and at least one of these electives must be drawn from each of the two categories "Theatre Scholarship" and "Theatre Practice."

Theatre Practice: courses where students learn the basic artistic skills of theatre practice through creative endeavor. (Examples: *Acting, Scenic Design, Lighting Design, Costume Design, Directing*.)

Theatre Scholarship: courses where students employ critical skills through research and reflection focused on the traditional canon or on selected more recently defined subject areas. (Examples: *Approaching Performance Studies, Contemporary Play and Performance Analysis, Theatre History, Classical Drama, Modern Drama, Shakespeare, African American Drama, Performance and the Law*.)

Courses which mix modes of inquiry between the above categories may be counted in either; in any case, majors should consult with the department chair to assure an adequate distribution of electives.

The department strongly recommends that students elect additional collateral courses in dramatic literature taught by the English, Classics, and modern language departments, and courses in opera taught by the Music Department. Students with an interest in theatre design should particularly elect Art Studio courses in drawing.

Production requirement for the major: All majors in Theatre are required to participate in a minimum of eight department productions in addition to the laboratory requirement for Theatre 102. Participation in at least three of the eight must be in technical production, and one must be in stage management. Assignment to productions is normally made in consultation with the department chair.

Theatre majors are strongly urged to include dance and fencing in fulfilling their Physical Education requirements.

THE DEGREE WITH HONORS IN THEATRE

Candidates for Honors will apply for admission through the submission of a portfolio to the Department Chair by February of their junior year, as well as a description of their proposed project. The portfolio will be comprised of four parts:

1. The first part will include a list of the courses students have taken relevant to their work towards the major. This list will include courses offered by the Theatre Department, but may also include classes taken in other Departments. Students should also list and describe relevant independent studies and production credits.
2. The second part of the portfolio will include a selection of materials developed for these courses and productions listed in Part 1. The selection should include at least three papers or samples of other written work, and might also include design projects, director's notebooks, studio art projects, actor's journals or other forms of documentation of the candidate's work. For students who have taken a semester away, it is particularly important that they provide the Department with a detailed picture of their activities while studying off-campus. Course descriptions and syllabi should be submitted in addition to a list of courses taken and activities performed.
3. The third part of the portfolio is an annotated bibliography of dramatic texts which the student has read, drawn from a list supplied by the Department. Annotations should be based upon a particular angle of engagement with the text, that reflects the area or areas that the student has chosen to emphasize in their theatrical training. For instance, one might choose to write from the point of view of an actor, a designer, a director, a playwright, or a dramaturg.
4. The portfolio should conclude with a retrospective essay that reflects on the materials that are being submitted. Students should look for connections between the various aspects of their work, state any theoretical positions that they have come to embrace, assess their strengths and weaknesses, and discuss their educational goals for their work with the Department during their Senior year.

The portfolio will be examined alongside the student's record and his or her project description; a determination will then be made as to admission into the Honors program. Students intending to apply for Honors should meet with the Department Chair by the end of the fall semester of their junior year. Once a student is admitted to the Honors program, the department Chair will assign an Honors Project Advisor, who will work with the student to specify a timeline and work program for the completion of the Honors Project. At a minimum, this will entail enrollment in Theatre 493 or 494, plus W32, plus one other course offered either within the department or elsewhere that the candidate and thesis advisor designate as contributing specifically to the overall goals of the honors work. This honors elective may not fulfill any other portion of the Theatre Major, or any other major the student may be pursuing. All honors candidates will present their completed projects to the Department Honors Committee for evaluation. Honors candidates are exempt from the senior project in theatre (THEA 401/402).

THEA 102(S) Introduction to Theatre Technology

As an overview of performance spaces, play technologies, and production, the course will examine how and where plays are performed, produced, and designed. Students will attend lectures, participate in labs in

Theatre

drafting and technical production, and will be required to participate on the production crew of one or more departmental productions.

No prerequisites.

Hour: 8:30-9:45 TR

Lab: 1:10-3:50 W

CATALANO

THEA 103(F) Acting I

The development of technical skills and intellectual and emotional resources required for the actor. Included will be the study of voice and movement, characterization, performance styles, textual analysis, and control. May be offered in multiple sections in some semesters.

Evaluation will be based on committed participation in the preparation and performance of production exercises, and some modest written assignments.

No prerequisites. *Enrollment limit: 14. Preference given to first-year students or sophomores considering the theatre major.*

This course is a prerequisite for Theatre 204.

Hour: 1:10-3:50 MR 1:10-3:50 TF

EPPEL, O'CONNOR

THEA 201(F) Theatrical Design: Process of Collaboration

This course examines the designer's process and collaborative role in the creation of theatre through a combination of lecture, discussion, and individual/group projects. Text and music will be analyzed in ways that help clarify how a designer develops a point of view while solving the practical needs of production. All aspects of design-scenery, lighting, costume, and sound- will be explored with particular emphasis on how these elements synthesize and contribute to the larger intellectual, emotional, and physical context of the stage. Basic presentation skills and technique will be taught as crucial elements of design development. Evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects.

No prerequisites. *Enrollment limit: 10.*

Hour: 2:35-3:50 MR

Lab: 1:10-3:50 W

LIEBERMAN

THEA 204(S) Acting II

Building on the foundation of Theatre 103, students will develop performance skills in the realist tradition, primarily through intense scene work. Readings will include selections by Stanislavsky, Meisner, Adler, or similar theorists. Improvisation may be used to explore simplicity, clarity of expression, listening, and specificity in the actor's task. Focus on the imagination and creation of character will be emphasized through the scene work. The dramatic literature employed will range from early realist/naturalist classics to contemporary playwriting. Students will reflect critically on their progress through written and oral critiques. Scene work will require extensive preparation outside of class.

Prerequisites: Theatre 103 and sophomore standing. *Enrollment limit: 14.*

This course is a prerequisite for Theatre 306.

Hour: 9:55-12:35 TR

BAKER-WHITE

THEA 205(S) The Culture of Carnival*

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Students will be evaluated on regular active class participation, one oral presentation, one 5-page essay and one 15-page research paper.

No prerequisites. *Enrollment limit: 20. Preference will be given to sophomores and first year students.*

Hour: 11:00-12:15 MWF

BROTHERS

THEA 210(S) Multicultural Performance*

This course will focus on exploring and questioning examples of multicultural performance in the nineteenth and twentieth centuries and trace chronologically recent theatre history where representations of culture have occurred, whether celebratory, derogatory, or indifferent. We will consider work by both American and international playwrights, directors, and choreographers.

Format: lecture/discussion. Evaluation will be based on two papers, one at midterm and a final paper (10 pages); in-class and Blackboard discussions.

No prerequisites. *Enrollment limit: 19 (expected: 19). No first-years admitted.*

Hour: 1:10-2:25 MR

BEAN

THEA 211(F) Topics in African-American Performance: Theatre and Film of the Harlem Renaissance (Same as American Studies 211)*

From 1919 to 1935, Harlem in New York City was "in vogue." The rate of African-American cultural production of theatre, film, music and dance was astounding during this period, known also as *The Negro Awakening* and the *Decade of the New Negro*. At the onset of the decade, there were around twenty published plays by African-Americans; by the end, the number increased to over eighty. W.E.B. Du Bois, in his tireless promotion of African-American artists, put out the call for plays to "depict our life, experience

Theatre

and humor.” The Broadway theatre pieces most often consisted of black musical revues—the precursors to the American musical—and featured the best black performers of the day in year-long runs. Most revues, such as *Shuffle Along* and *Blackbirds*, featured cakewalk and tap dancing and the music of the jazz age. In addition, African-American film production companies, makers of “race” films, were flourishing, headed by the visionary filmmaker Oscar Micheaux and numbering over one hundred by the end of the decade. In this course, we will explore these cultural productions of the era of the Harlem Renaissance in relation to their place in African-American performance history. We will consider the fluidity between the forms of theatre, film, music and dance and also between performance and the thriving literary scene, with luminaries such as Langston Hughes and Zora Neale Hurston, who both wrote plays as well as novels, poetry and essays.

Format: lecture/discussion. Evaluation: students will be evaluated on the basis of class participation, one class presentation based on a semester-long research project, and a semester-long research project (15-20 pages).

No prerequisites. *Enrollment limit: 19 (expected: 15).*

Hour: 1:10-2:25 TF

BEAN

THEA 220(F) Approaching Performance Studies (Same as Women’s and Gender Studies 220) (W)

Theatre, film, video, music, dance, visual art, performance art, community activism, public gatherings—all fall under the rubric of “performance.” Performance studies takes on these types of performances in the name of theorizing performance as a cultural act. This course will serve as an introduction to the field of performance studies and its theoretical bases in anthropology, dramatic theory, poststructuralism, psychoanalytic theory, folklore, religion, cultural studies, literary theory, religion, philosophy, feminist theory, and queer theory. In addition to reading and discussing theory, local live and recorded performances will be considered. The course will culminate in the showing of students’ final projects. This course is the introductory course for the Performance Studies Program.

Format: seminar. Evaluation will be based on class papers and final presentation. Students are also responsible for participating in class.

No prerequisites. *Enrollment limit: 19 (expected: 19). No first-years admitted. Preference to sophomores, then juniors and seniors.*

Hour: 1:10-2:25 MR

BEAN

THEA 221T Contemporary Play and Performance Analysis (Same as Women’s and Gender Studies 221T) (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/thea/thea221.html)

BEAN

THEA 226 Comparative Drama: The Anti-Realist Impulse (Same as Comparative Literature 226 and English 206) (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/thea/thea226.html)

BAKER-WHITE

THEA 301(F) Junior Seminar: Theory and Practice

This course provides advanced examination of theatre modes and theories, explored through writing exercises and an intensive workshop process. We will combine an overview of different theatrical modes with critical perspectives on theatre—what it is, how it works, what it should be—from Aristotle to the present. We will focus on processes of transition from theory to practice and from the page to the stage.

Format: seminar. Requirements: analytic papers and workshop projects.

Prerequisites: limited to junior Theatre majors. *No enrollment limit (expected: 7).*

Hour: 11:00-12:15 MWF

BAKER-WHITE

THEA 302 Scenic Design (Not offered 2005-2006; to be offered 2006-2007)

(www.williams.edu/Registrar/catalog/depts/thea/thea302.html)

LIEBERMAN

THEA 303(S) Stage Lighting

A study of the art and techniques of stage lighting. This class will provide instruction in the basic physics of light and color; the use of angle, intensity, color, texture and movement of light as compositional tools; various kinds of stage lighting instruments and their uses; conceptual development of a lighting design; translation of concept into light plot and channel hookup; focusing the plot in the theater; and writing cues. Texts for the course will be the texts and scores of the plays, operas and other dramatic works that we will examine from the lighting designer’s perspective, supplemented with readings that address the technical aspects of stage lighting. The class format will be a combination of lecture/discussion sessions and practical labs.

Every effort will be made to provide students with lighting design opportunities on departmental productions as a part of their coursework, in accordance with students’ abilities and interests and in consultation with directors and other faculty. Students are encouraged to seek out lighting design opportunities outside the department as well, and may incorporate these projects into their coursework. Evaluation will be based on class participation, successful completion of weekly projects, thorough technical understanding of a basic stage lighting system, and performance on a final exam.

Enrollment limit: 12.

Hour: 10:00-10:50 MWF

SEITEL

Theatre

THEA 305(F) Costume Design

A study of the art of costume design. The course focuses on the designer's process: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills and presentation of designs.

Evaluation will be based on multiple design assignments including a detailed final design project, which might be exhibited. In addition the evaluation will be based on costume labs, image and research files, costume history sketchbook, committed participation and attendance.

Prerequisites: Theatre 201 or permission of instructor.

Hour: 11:20-12:35 TR

Lab: 1:10-2 W

BROTHERS

THEA 306 Acting III: Variable Topics Acting Studio (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/thea/thea306.html)

THEA 307(S) Stage Direction

An introduction to the resources available to the Stage Director for translating interpretive concepts into stageworthy physical realization. Kinetic and visual directorial controls, as well as textual implications and elements of dramatic structure, will be studied in detail.

Although there will be some written assignments, including the assembly of directing production books and critiques of several productions, evaluation in the course will be based principally on committed participation in the preparation and performance of production exercises.

Prerequisites: Theatre 203 or permission of instructor. *Enrollment limit: 12. Preference given to those who have also taken Theatre 201.*

Hour: 2:35-3:50 MR

Lab: 1:10-3:50 W

EPPEL

THEA 308 Directing Workshop (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/thea/thea308.html)

THEA 311(S) Greek and Roman Drama: Renewal and Transformation (Same as Classics 103 and Comparative Literature 109)

(See under Classics for full description.)

THEA 312(S) Modern Drama (Same as Comparative Literature 202 and English 202)

(See under English for full description.)

THEA 321 American Minstrelsy (*Not offered 2005-2006; to be offered 2006-2007*)*

(www.williams.edu/Registrar/catalog/depts/thea/thea321.html)

BEAN

THEA 322T Performance Criticism (Same as Comparative Literature 322T) (*Not offered 2005-2006; to be offered 2006-2007*) (W)

(www.williams.edu/Registrar/catalog/depts/thea/thea322.html)

THEA 330 The Aesthetics of Resistance: Contemporary Latino/a-American Theatre and Performance (Same as American Studies 330) (*Not offered 2005-2006; to be offered 2006-2007*)*

(www.williams.edu/Registrar/catalog/depts/thea/thea330.html)

JOTTAR

THEA 331 Sound and Movement in the Afro-Latino Diaspora (Same as American Studies 331, Latina/o Studies 331 and Women's and Gender Studies 331) (*Not offered 2005-2006; to be offered 2006-2007*)*

(See under Latina/o Studies for full description)

THEA 334 Dance for the Camera (Same as ArtS 284) (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/thea/thea334.html)

JOTTAR

THEA 335 Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as American Studies 335, Latina/o Studies 335 and Women's and Gender Studies 337) (*Not offered 2005-2006; to be offered 2006-2007*)*

(www.williams.edu/Registrar/catalog/depts/thea/thea335.html)

JOTTAR

THEA 336 Political Theatre Making (*Not offered 2005-2006; to be offered 2006-2007*)

(www.williams.edu/Registrar/catalog/depts/thea/thea336.html)

EPPEL

THEA 338(S) Facing the Music

Music has accompanied theatrical performance since the birth of drama. Over time music on stage has served many dramatic functions: sometimes it merely serves to embellish the emotive temperature but, more consequentially, music can also constitute the major source of dramatic articulation. In this course we will study the specific dramatic function of music in such works as Mozart's *Così fan tutte*; Wagner's *Die Meistersinger*; A Midsummer Night's Dream with incidental music by Mendelssohn; Cocteau's surrealist work *The Wedding On the Eiffel Tower*, Brecht's *Mahagonny* and *The Measures Taken*; Sondheim's *Sweeney Todd*; and Glass and Wilson's postmodern opera *Einstein on the Beach*. The course will also study the variety of working relationships that musicians have enjoyed with their collaborators in theatrical

Theatre, Women's and Gender Studies

production.

Format: discussion/seminar. Requirements: energetic and committed participation. Written exercises will be a midterm report on the role of music in a live performance, and a final analytical paper on a work to be chosen in consultation with the instructor.

No prerequisites. *Enrollment limit: 20 (expected: 10). No preference.*

Hour: 1:10-2:25 MR

BUCKY

THEA 397(F), 398(S) Independent Study

THEA 401(F), 402(S) Independent Senior Practicum

All majors in theatre must enroll in the Independent Senior Practicum (401 or 402) in order to complete a Senior Project. Majors will work with the department chair and the theatre faculty during junior year to determine the goals and scope of the project, and, when a project is approved, the chair will assign a Project Advisor, who will then be instructor for the independent study course. Senior projects may be artistic or scholarly in design and execution, and should grow from students' experience within the curricular and extra-curricular work in the department. They may build on previous academic achievements, or venture into new territory, but should be conceived as a capstone experience within the theatre major. Students may propose collaborative senior projects in groups of two or more. If such projects are approved, students in such a group will either be assigned one or multiple Project Advisors to oversee the work. In any case, each senior will be responsible for fulfilling a unique and specific set of requirements for the course as set by the advisor at the start of the semester. Students accepted into the Honors Program in Theatre are exempt from the Senior Project requirement.

Hour: TBA

TBA

THEA 404 Performance and the Law (Same as Latina/o Studies 455) (*Not offered*

2005-2006; to be offered 2006-2007)*

(See under Latina/o Studies for full description.)

THEA 493(F), 494(S) Senior Honors Thesis

THEA W31 Senior Project

May be taken to augment Theatre 401/402, depending on scope of project. Permission of Department Chair required.

THEA W32 Senior Honors Thesis

(See description of Degree with Honors.)

Of interest to advanced students:

THE NATIONAL THEATRE INSTITUTE

The Department of Theatre is affiliated with the National Theatre Institute, which offers additional theatre study through its resident semester program. The Institute is fully accredited by Connecticut College and is a member of the Twelve-College Exchange. Limited numbers of Williams students can therefore be selected to take a full semester of intensive theatre study at the NTI, located at the Eugene O'Neill Memorial Theatre Centre in Waterford, Connecticut. During the semester, students from participating colleges live and work as members of a theatre company gaining experience with professional theatre artists in a workshop environment. Early application is essential.

WOMEN'S AND GENDER STUDIES (Div. II)

*Chair, Associate Professor KATHRYN R. KENT*** (First Semester)*

Professor LYNDIA K. BUNDTZEN (Second Semester)

Advisory Committee: Professors: DRUXES, SAWICKI***. Associate Professors: S. BOLTON, BUELL, CASE, M. DEVEAUX, C. JOHNSON. Assistant Professors: LONG, MARTIN, SCHMIDT***. Visiting Associate Professor: BANTA***. Affirmative Action Officer: MCINTIRE. Librarian: MENARD. Health Educator: DENELLI-HESS. COLLINGSWORTH (MCC).

Women's and Gender Studies can be defined as the study of how gender is constructed, how it is inflected by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women's and Gender Studies has brought neglected material into established fields and raised important methodological questions that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women's and Gender Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

THE MAJOR

The Women's and Gender Studies major encourages exposure to the interdisciplinary character of feminist scholarship. In addition, majors are required to gain some knowledge of methods within a field or

Women's and Gender Studies

discipline (3 courses in one of the categories listed below), to appreciate the importance of diversity (racial, sexual, class, ethnic, national, etc.) in scholarship on gender, to gain exposure to feminist theory, and to pursue work at an advanced level (3 courses at the 300-level).

In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a revisable course of study for the following two years. Students interested in declaring a major should contact the chair of the Program (Kent, x2549).

[] Courses not offered in 2005-2006 are listed in brackets.

Required Courses

The major consists of at least 9 courses. The following are required:

Women's and Gender Studies 101 Introduction to Women's and Gender Studies

Women's and Gender Studies 402 Junior/Senior Seminar in Women's and Gender Studies (The seminar explores topics in Women's and Gender Studies, and varies from year to year. Majors may take more than one seminar, space permitting.)

Distribution Requirements

1. One of the following feminist theory courses:

[Women's and Gender Studies/Philosophy 225 Introduction to Feminist Thought]

[Women's and Gender Studies/Philosophy 271T Woman as "Other"]

Women's and Gender Studies 307/Religion 306 Feminist Approaches to Religion

Women's and Gender Studies/Political Science 336 Sex, Gender, and Political Theory

[Women's and Gender Studies/Philosophy 327 Foucault: Bodies, Power, Pleasures]

Women's and Gender Studies/English 341 American Genders, American Sexualities

[Women's and Gender Studies/English 371 Feminist Theory and the Representation of Women in Film]

Women's and Gender Studies/English 411 Psychoanalysis, Gender and Sexuality

2. Racial, Sexual, and Cultural Diversity

Majors must take at least *one* of the following:

Women's and Gender Studies/History 308 Gender and Society in Modern Africa

Women's and Gender Studies/English 341 American Genders, American Sexualities

[Women's and Gender Studies/English 342 Representing Sexualities: U.S. Traditions]

[Women's and Gender Studies 344/History 378 The History of Sexuality in America]

Women's and Gender Studies/History 383 The History of Black Women in America: From Slavery to the Present

[Women's and Gender Studies/History/Latina/o Studies 386 Latinas in the Global Economy: Work, Migration, and Households]

[Women's and Gender Studies/History/Latina/o Studies 387 Community Building and Social Movements in Latino/a History]

[Women's and Gender Studies/Religion 232/History 309 Women and Islam]

Women's and Gender Studies 415T/African-American Studies 400T Racial-Sexual Politics and Cultural Memory

Or students may petition to have a course not on the list considered.

3. Thematic Cluster

At least three of the seven electives, with at least one at the 300-level, should be identified by majors as comprising a thematic group. This requirement aims to have majors create some focus and depth within their interdisciplinary study by forming a cluster sharing common approaches, themes, or issues.

a. Literary or artistic expression

b. Historical perspectives

c. Forms of political and social organization

d. Theorizing gender across cultural differences and/or disciplines

e. Queer Studies

f. Ethnicity and Race

4. Interdisciplinary electives must be taken in at least three departments/programs and at least two divisions.

5. Three of the seven electives must be at the 300 level.

THE DEGREE WITH HONORS IN WOMEN'S AND GENDER STUDIES

Honors in Women's and Gender Studies may be granted to majors after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded honors by the Women's and Gender Studies Committee.

The honors project may be fall semester (plus winter study) or a year-long project. It may consist of a conventional research thesis of 40-70 pages or of other modes of presentation (e.g., art, music, poetry, the-

ater, fiction). Proposals for non-thesis projects should include evidence of experience and competence in the chosen mode.

A student may become a candidate for honors in Women's and Gender Studies after the following criteria are met:

- 1). in April of the junior year, submission and Women's and Gender Studies Committee approval of a 4- to 6-page project proposal, in which the ideas, aim, general methodology, and preliminary bibliography for the project are outlined and a faculty advisor is named;
- 2). at the end of the junior year, cumulative grade point average of 3.5 from courses taken in the major;
- 3). in the first week of classes of the senior year, submission and approval by the faculty advisor and second reader of a 5- to 10-page "Plan of Action" (an overview of what has already been completed and a schedule of what needs to be accomplished to finish the project). Where appropriate, students pursuing honors will continue to consult with the second reader over the course of the semester(s).

All honors work, including the public presentation, will be evaluated by the Women's and Gender Studies Committee. It will decide on the awarding of honors; the advisor will award the grade(s)

Sequence Courses

Women's and Gender Studies 101 Introduction to Women's and Gender Studies
Women's and Gender Studies 402 Junior/Senior Seminar

Elective Courses

[ArtH/Classics 216 Body of Evidence: Greek Sculpture and the Human Figure]
[ArtS 313T Art of the Public]
[Classics/ArtH 216 Body of Evidence: Greek Sculpture and the Human Figure]
[Comparative Literature 340 Literature and Psychoanalysis]
[History 301F Gender and History]
History 335 Britain 1945-1990: Gender, Sexuality, and Social Change
[History 343 Gender and History in Latin America]
[History 394 Comparative Masculinities: Britain and the United States Since 1800]
Music 132 Women and Music
[Music 133 Men, Women, and Pianos]
[Music 138 Sibyl of the Rhine: The Life and Times of Hildegard of Bingen]
[Political Science 209 Poverty in America]

CROSS-LISTED COURSES (INCLUDING SEQUENCE COURSES)

WGST 101(F) Introduction to Women's and Gender Studies (W)

This discussion course introduces a range of feminist issues, theories, and controversies. It has several aims: to provide critical and analytical tools for thinking about gender as it is inflected by race, class, sexuality, and culture; to explore key issues confronting women in American society, and to discuss strategies for addressing them. The course will examine issues such as: body politics, sexuality, reproductive freedom, sexual violence, gender and work, motherhood and family.

Requirements: regular short essays, class presentations, and a longer paper, with revisions. Evaluation will be based on these assignments and class participation.

No prerequisites. *Enrollment limit: 18 per section (expected: 15 per section).*

Required course for the Women's and Gender Studies major and concentration.

Hour: 1:10-2:25 MR, 11:00-12:15 WF

SAWICKI, LONG

WGST 203(F) Gender and Economics (Same as Economics 203)

(See under Economics for full description.)

WGST 206 Feminist Art Practices (Same as ArtS 206) (Not offered 2005-2006; to be offered 2006-2007)

(See under Art—ArtS for full description.)

WGST 212(S) Ethics and Reproductive Technologies (Same as Philosophy 212) (W)

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace—or to let us think we can replace—chance with choice." Taking this as our starting point, in this course we'll examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, including pre-implantation diagnosis (PID), post-menopausal reproduction, post-mortem gamete procurement, reproductive cloning and embryo splitting, and in utero medical interventions. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Format: discussion. Requirements: active participation in class discussions, four to five short reflection papers, and two longer papers (5-10 pages).

Women's and Gender Studies

No prerequisites; but introductory-level course in Philosophy and/or Women's and Gender Studies highly recommended. *Enrollment limit: 19 (expected: 19). Preference given to Women's and Gender Studies majors and concentrators.*

Hour: 1:10-2:25 TF

PEDRONI

WGST 219 Literature by Women (Same as English 219) (Not offered 2005-2006; to be offered 2006-2007)

(See under English for full description.)

WGST 220(F) Approaching Performance Studies (Same as Theatre 220) (W)

(See under Theatre for full description.)

WGST 221T Contemporary Play and Performance Analysis (Same as Theatre 221T) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under Theatre for full description.)

WGST 224(S) Helen, Desire and Language (Same as Classics 224 and Comparative Literature 244) (W)

(See under Classics for full description.)

WGST 225 Introduction to Feminist Thought (Same as Philosophy 225) (Not offered 2005-2006; to be offered 2006-2007) (W)

(www.williams.edu/Registrar/catalog/depts/wgst/wgst225.html)

SAWICKI

Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 228 Feminist Bioethics (Same as Philosophy 228) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under Philosophy for full description.)

WGST 232 Women and Islam (Same as History 309 and Religion 232) (Not offered 2005-2006; to be offered 2006-2007)*

(See under Religion for full description.)

WGST 237(F) Gender and Desire 1200-1600 (Same as Comparative Literature 237 and English 237) (W)

(See under English for full description.)

WGST 239 The Construction of Gender in Ancient Greece and Rome (Same as Classics 239 and History 322) (Not offered 2005-2006; to be offered 2006-2007)

(See under Classics for full description.)

WGST 246(S) The Gendering of Religion and Politics in South Asia (Same as Religion 246)*

(See under Religion for full description.)

WGST 252(F) Modern Women Writers and the City (Same as Comparative Literature 252)

(See under Comparative Literature for full description.)

WGST 253(F) Art in the Age of the Revolution, 1760-1860 (Same as ArtH 253)

(See under Art—ArtH for full description.)

WGST 254(S) Manet to Matisse (Same as ArtH 254)

(See under Art—ArtH for full description.)

WGST 271T Woman as "Other" (Same as Philosophy 271T) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under Philosophy for full description.)

Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 302(S) Whiteness (Same as American Studies 302)*

(See under American Studies for full description.)

WGST 306(S) Practicing Feminism: A Study of Political Activism (Same as ArtS 306 and Political Science 306)

(See under Political Science for full description.)

WGST 307(S) Feminist Approaches to Religion (Same as Religion 306) (W)

(See under Religion for full description.)

WGST 308(S) Gender and Society in Modern Africa (Same as History 308)*

(See under History for full description.)

WGST 312T(S) Early Modern Women Writers and the Art of Renaissance Self-Fashioning (Same as English 312) (W)

(See under English for full description.)

WGST 316(F) The Art of Courtship (Same as English 316)

(See under English for full description.)

WGST 319(F) Gender and the Family in Chinese History (Same as History 319)*

(See under History for full description.)

WGST 327 Foucault: Power, Bodies, Pleasures (Same as Philosophy 327) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under Philosophy for full description.)

WGST 331 Sound and Movement in the Afro-Latino Diaspora (Same as American Studies 331, Latina/o Studies 331 and Theatre 331) (Not offered 2005-2006; to be offered 2006-2007)*

(See under Latina/o Studies for full description.)

WGST 336(S) Sex, Gender, and Political Theory (Same as Political Science 336)

(See under Political Science for full description.)

Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 337 Contemporary U.S. Theatre and Performance: Latinos/as in the Everyday (Same as American Studies 335 Latina/o Studies 335 and Theatre 335) (Not offered 2005-2006; to be offered 2006-2007)*

(See under Theatre for full description.)

WGST 341(F) American Genders, American Sexualities (Same as English 341)

(See under English for full description.)

Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 342 Representing Sexualities: U.S. Traditions (Same as English 342) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under English for full description.)

WGST 344 The History of Sexuality in America (Same as History 378) (Not offered 2005-2006; to be offered 2006-2007)

(See under History for full description.)

WGST 350(S) James Baldwin and His Contemporaries (Same as African-American Studies 350 and English 350)*

(See under English for full description.)

WGST 351(S) Reading Africa: Gender and Sexuality (Same as Comparative Literature 351 and English 351)*

(See under English for full description.)

WGST 383(F) The History of Black Women in America: From Slavery to the Present (Same as History 383)*

(See under History for full description.)

WGST 386 Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Latina/o Studies 386) (Not offered 2005-2006; to be offered 2006-2007)*

(See under History for full description.)

WGST 387 Community Building and Social Movements in Latino/a History (Same as History 387 and Latina/o Studies 387) (Not offered 2005-2006; to be offered 2006-2007)*

(See under History for full description.)

WGST 402(S) Romantic Love (W)

This course is designed to enable advanced Women's and Gender Studies students to engage in vital research on interdisciplinary topics. Both sexuality, in all its permutations, and "marriage" as a social and economic institution have been the subject of widespread and intensive scholarship, analysis and theorizing within women's studies, gender studies, and queer studies. Less strenuously examined is the category we often turn to to resolve and redeem our ambivalences about both: romantic love. This course will focus on the concept of romantic love from a variety of disciplinary and interdisciplinary perspectives, including history, literature, philosophy, anthropology, and psychology. We will look at the development of the concept from its supposed "invention" in twelfth-century France, through its establishment as the only "proper" foundation of marriage in nineteenth-century Britain and America, to the present-day emphasis on same-sex romantic love as the most compelling reason homosexual couples both need and deserve the right to marry. Key questions we will consider include: Is romantic love a fundamentally Western concept? How have our ideas about it been shaped by gender ideology and gender roles? Should we view it as a genuine ideal? a concept in need of "revisioning"? a dangerous mystification? Students will have wide latitude in designing individual research projects.

Format: seminar. Requirements for the course include weekly 1- to 2-page critical response essays and one substantial research paper (15-20) pages.

Women's and Gender Studies, CRAAS Courses

Prerequisites: Women's and Gender Studies 101 and two electives (one of which may be taken during the spring term in which the seminar is held). *Enrollment limit: 15 (expected: 10). Required course for the Women's and Gender Studies major.*
Hour: 1:10-3:50 W CASE

WGST 406T Coming of Age in the Polis (Same as Greek 406T) (Not offered 2005-2006; to be offered 2006-2007) (W)
(See under Classics—CLGR for full description.)

WGST 411(S) Psychoanalysis, Gender, and Sexuality (Same as Comparative Literature 342 and English 411)

(See under English for full description.)

Satisfies the Women's and Gender Studies theory requirement for the major.

WGST 415T(ES) Racial-Sexual Politics and Cultural Memory (Same as African-American Studies 400T) (W)*

(See under African-American Studies for full description.)

WGST 451(F) Ideal Bodies: The Modern Nude and Its Dilemmas (Same as ArtH 451)

(See under Art—ArtH for full description.)

WGST 489T History and the Body (Same as History 489T) (Not offered 2005-2006; to be offered 2006-2007) (W)

(See under History for full description.)

WGST 491(F)-W30, W30-492(S) Honors Project

WGST 493(F)-W31, W31-494(S) Senior Thesis

WGST 497(F), 498(S) Independent Study

CRITICAL REASONING AND ANALYTICAL SKILLS (CRAAS) COURSES

Coordinator, Lecturer KAREN L. SHEPARD

To one degree or another, every class at Williams goes beyond its subject—be it mathematics, Machiavelli, or modernism—to teach intellectual skills that have wide application in other fields as well as outside of the academy: scientific reckoning, expository writing, rhetorical analysis, oral presentation, and so on.

Courses offered under the CRAAS initiative foreground such analytical skills. While each CRAAS class covers a different topic, all are aimed particularly at developing the processes necessary for excellence in a range of fields: techniques for analyzing ideas, data, texts or artworks; approaches to interpreting, synthesizing, and developing arguments; strategies for presenting ideas and results.

CRAAS classes typically emphasize the practices of meta-analysis—self-criticism, editing, and revision—with the goal of constant improvement. Many classes feature peer tutoring, small group work, and intensive one-on-one engagement with the professor. Students should leave a CRAAS course with a substantially heightened ability to approach problems, analyze texts, and craft arguments in whatever discipline they may go on to explore.

A few CRAAS courses are restricted to advanced students, but the majority are open to all, and some are specifically targeted for first year students. Most have strictly limited enrollment. Because these classes cultivate the general strategies of effective scholarship, students are encouraged to consider taking a CRAAS course early in their academic careers.

CRAAS courses offered in 2005-2006:

ARTH 202(S) Reading the Renaissance: Interpreting Italian Renaissance Art and History

ARTH 374(F) In Pursuit of Clouds and Mists: Landscape in Chinese Art*

JAPN 260(S) The Chrysanthemum and the Skyscraper: Japanese Theatre and its Contemporary

Context (Same as Comparative Literature 261)*

ECON 385(S) Games and Information (Q)

ENGL 117(F) Introduction to Cultural Theory (Same as Comparative Literature 117) (W)

ENGL 150(F) Expository Writing (W)

ENGL 372(S) African-American Literary Thought and Culture (Same as American Studies 372) (W)*

MUS 234(S) Afro-Pop: Urban African Dance Music (Same as African-American Studies 234)*

MUS 402(S) Senior Seminar in Music (W)

PHYS 151(F) Seminar in Modern Physics (Q)

PSYC 346(F) The Psychology of Self-Esteem

PSYC 355(S) Psychotherapy: Theory and Research (W)

RUSS 203(F) Nineteenth-Century Russian Literature in Translation (Same as Comparative Literature 203)

EXPERIENTIAL EDUCATION COURSES

Please see page 13 for summary information about Experiential Education at Williams. A complete description of each course may be found in the relevant department's section of this catalog. Students may obtain detailed information about a specific course involving experiential education from the instructor.

SEMESTER COURSES:

AMST 201(F,S) Introduction to American Studies
 ARTH 201(F) American Landscape History
 ARTH 508(S) Art and Conservation: An Inquiry into History, Methods and Materials
 ARTS 306/PSCI 306(S) Practicing Feminism: A Study of Political Activism
 ARTS 311/PSCI 337(S) Art and Justice
 BIOL 225/ENVI 225(F) Natural History of the Berkshires
 BIOL 302(S) Communities and Ecosystems
 BIOL 402T(F) Topics in Ecology: Biological Resources
 CLAS 103(S) Greek and Roman Drama: Renewal and Transformation
 ENGL 231T(F,S) Literature of the Sea (Williams/Mystic Program)
 ENVI 102(S) Introduction to Environmental Science
 ENVI 302(F) Environmental Planning Workshop
 ENVI 397(F) Independent Study of Environmental Problems
 GEOS 105(F) Geology Outdoors
 MAST 201(F,S) America and the Sea, 1600-Present (Williams/Mystic Program)
 MAST 210(F,S) Oceanographic Processes (Williams/Mystic Program)
 MAST 231(F,S) Marine Ecology (Same as Biology 231) (Williams/Mystic Program)
 MAST 311(F,S) Marine Ecology
 MAST 351(F,S) Marine Policy (Williams/Mystic Program)
 MUS 234(S) Afro-Pop: Urban African Dance Music
 PHIL 227(F) Death and Dying
 PHYS 100(S) Physics of the Everyday
 PHYS 109(F) Sound, Light and Perception
 POEC 402(S) Political Economy of Public Policy Issues
 PSYC 352(S) Clinical and Community Psychology
 PSYC 372(F) Advanced Seminar in Teaching and Learning
 WNY 301T(F) Fieldwork in New York (Williams in New York)
 WNY 307(F) Arts and the City (Williams in New York)

WINTER STUDY

ANSO 011 Berkshire Farm Internship
 ANSO 012 Children and the Courts: Internship in the Crisis in Child Abuse
 ARTH 015/ARTS 015/CHEM 015 Materials of the Artist: Uncovering Fakes and Forgeries
 ARTH 024 Sarah Bernhardt in New York
 ARTH 025 The Birth of the Modern: Art and Music in Vienna
 ARTS 019 Pinhole Photography
 ASTR 010/ENGL 010 Adventures Under the Dome: Communicating Astronomy
 BIOL 013 Food: An Integrative Approach
 BIOL 015/SPEC 020 Students Teaching AIDS to Students (STATS)
 CHEM 011/SPEC 011 Science for Kids
 CHEM 014 Emergency Medical Technician- Basic
 CHEM 016 Glass and Glassblowing
 ECON 019 Volunteer Income Tax Assistance
 ENVI 011/BIOL 011 Images of Greylock: Interpreting Landscape Change
 ENVI 016 Got Maps? An Experiential Exploration of Maps and Mapmaking in Contemporary Life
 GEOS 025 Caves and Karst Geology of Northern Spain
 HIST 016 Genealogy
 LEAD 018 Wilderness Leadership
 LEAD 025 Hawaii, Before, During and After Pearl Harbor
 LING 012 Preliminary Introduction to American Sign Language
 MATH 016 Knitting: The Social History and Craft Form
 MUS 015 Math and Music
 MUS 025 Ghanaian Music, Dance and Textiles
 PHIL 11 Aikido and Ethics
 PHYS 013 Automotive Mechanics
 PHYS 014 Electronics
 PSCI 021 Fieldwork in Public and Private Non-Profits
 PSCI 023 Experiential Learning
 PSYC 010 Adventures in Disabilities
 PSYC 011 The Exonerated
 PSYC 016 Community Screening for Alzheimer's Disease
 PSYC 017 Teaching Practicum
 PSYC 018 Institutional Placement
 REL 012 Yoga: A Mind-Body Connection
 REL 025 Religion, Culture and Performance in Bali

Experiential Education Courses, Peoples and Cultures Courses

REL 026 Explorations in Solidarity: a meeting of minds and hearts in Nicaragua
RLFR 011 Arabs on Atlantic Avenue: Arab-American Communities, Literature and Art
RUSS/SPEC 025 Williams in Georgia
SPEC 010 Quest for College: Early Awareness in Berkshire County Schools
SPEC 017 Printmaking on Ceramics
SPEC 019 Medical Apprenticeship
SPEC 024 Eye Care and Culture In Botswana
SPEC 028 Teaching Practica in the New York City Schools
SPEC 035 Making Pottery on the Potter's Wheel

PEOPLES AND CULTURES COURSES

The *peoples and cultures* requirement is intended to help students to begin to understand the cultural diversity of American society and the world at large, so that, as citizens of an increasingly interconnected world, they may become better able to respond sensitively and intelligently to peoples of varied social backgrounds and cultural frameworks. Courses which fulfill this requirement are thus designed to familiarize students with some dimension of American cultural diversity or that of the non-Western world. Each student must complete one graded semester course primarily concerned with: (a) the peoples and cultures of North America that trace their origins to Africa, Asia, Latin America, Oceania, or the Caribbean; Native-American peoples and cultures; or (b) the peoples and cultures of Africa, Asia, Latin America, Oceania, or the Caribbean. Although this course, which may be counted toward the divisional distribution requirement, may be completed any semester before graduation, students are urged to complete the course by the end of the sophomore year.

Courses that may be used to meet the requirement in 2005-2006:

AAS 200(S) The Study of Race and Social Structure: Race, Culture and Incarceration (Same as Political Science 200)*
AAS 229(F) Liberation Ethics: Social Teachings in Black Sacred Rhetoric (Same as Religion 229)*
AAS 234(S) Afro-Pop: Urban African Dance Music (Same as Music 234)*
AAS 235(F) Cultural Politics in the Caribbean (Same as Anthropology 235)*
AAS 350(S) James Baldwin and His Contemporaries (Same as English 350 and Women's and Gender Studies 350)*
AAS 400T(S) Racial-Sexual Politics and Cultural Memory (Same as Women's and Gender Studies 415) (W)*
AMST 211(F) Topics in African-American Performance: Theatre and Film of the Harlem Renaissance (Same as Theatre 211)*
AMST 220(FS) Introduction to African-American Writing (Same as English 220)*
AMST 302(S) Whiteness (Same as Women's and Gender Studies 302) (Junior Seminar)*
AMST 332(F) Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as Latina/o Studies 332) (Junior Seminar) (W)*
AMST 372(F) African-American Literary Thought and Culture (Same as English 372) (W)*
AMST 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as Latina/o Studies 405) (Senior Seminar) (W)*
ANTH 101(FS) The Scope of Anthropology*
ANTH 216(S) Native Peoples of Latin America*
ANTH 225(S) Visible Culture: Documentary and Nonfiction (Same as English 303)*
ANTH 233(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as Asian Studies 233 and Religion 249)*
ANTH 235(F) Cultural Politics in the Caribbean (Same as African-American Studies 235)*
ANTH 270T(F) Trauma, Memory, and Reconciliation (W)*
ANTH 328T(F) Emotions and the Self (W)*
ANTH 364(F) Ritual, Politics, and Power (W)*
SOC 235(S) Racial Boundaries, Ethnic Identities*
SOC 327(F) Violence, "Militancy," and Collective Recovery*
SOC 345(S) Producing the Past (W)*
ARAB 101(F)-W-102(S) Elementary Arabic*
ARTH 212(S) Art of Modern and Contemporary China*
ARTH 270(F) Japanese Art and Culture (Same as Japanese 270)*
ARTH 278(F) The Golden Road to Samargand*
ARTH 374(F) In Pursuit of Clouds and Mists: Landscape Painting in Chinese Art*
ARTH 470(S) American Orientalism, Then and Now*
ARTH 575(S) Readings and Research Issues in Modern and Contemporary Chinese Art
ASST 201(F) Asia and the World (Same as International Studies 101 and Political Science 100)*
ASST 207(S) China's Economic Transformation Since 1980 (Same as Economics 207)*
ASST 233(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as Anthropology 233 and Religion 249)*
ASST 493(F)-W31-494(S) Senior Thesis*
ASST 497(F), 498(S) Independent Study*
CHIN 101(F)-W88-102(S) Basic Chinese*
CHIN 111(F)-W88-112(S) Basic Spoken Chinese*

Peoples and Cultures Courses

CHIN 121(F), 122(S) Basic Written Chinese*

CHIN 131(S) Basic Cantonese*

CHIN 201(F), 202(S) Intermediate Chinese*

CHIN 219(F) Popular Culture in Modern China*

CHIN 224(F) Cultural Foundations: The Literature and History of Early China (Same as Comparative Literature 220 and History 315)*

CHIN 235(S) China on Screen (Same as Comparative Literature 235)*

CHIN 301(F), 302(S) Upper-Intermediate Chinese*

CHIN 401(F), 402(S) Advanced Chinese*

CHIN 412(S) Introduction to Classical Chinese*

CHIN 493(F)-W31-494(S) Senior Thesis*

CHIN 497(F), 498(S) Independent Study*

JAPN 101(F)-W88-102(S) First-Year Japanese*

JAPN 201(F), 202(S) Second-Year Japanese*

JAPN 218(S) Modern Japan (Same as History 218)*

JAPN 255(F) Love and Death in Modern Japanese Fiction (Same as Comparative Literature 255)*

JAPN 256(S) Confession and Deception in Japanese Literature (Same as Comparative Literature 250) (W)*

JAPN 260(S) The Chrysanthemum and the Skyscraper: Japanese Theatre and its Contemporary Context (Same as Comparative Literature 261)*

JAPN 270(F) Japanese Art and Culture (Same as ArH 270)*

JAPN 301(F), 302(S) Third-Year Japanese*

JAPN 321(F) History of U.S.-Japan Relations (Same as History 321)*

JAPN 401(F), 402(S) Fourth-Year Japanese*

JAPN 486T(F) Historical Memory of the Pacific War (Same as History 486T) (W)*

JAPN 493(F)-W31-494(S) Senior Thesis*

JAPN 497(F), 498(S) Independent Study*

COMP 210(S) The Politics of Language in the Literature and Culture of U.S. Latinas/os (Same as Latina/o Studies 240)*

COMP 220(F) Cultural Foundations: The Literature and History of Early China (Same as Chinese 224 and History 315)*

COMP 235(S) China on Screen (Same as Chinese 235)*

COMP 241(F) The African Novel (Same as English 241) (W)*

COMP 250(S) Confession and Deception in Japanese Literature (Same as Japanese 256) (W)*

COMP 255(F) Love and Death in Modern Japanese Fiction (Same as Japanese 255)*

COMP 257(F) Baghdad*

COMP 261(S) The Chrysanthemum and the Skyscraper: Japanese Theatre and its Contemporary Context (Same as Japanese 260)*

COMP 302T(S) Latino Writing: Literature by U.S. Hispanics (Same as Spanish 306) (W)*

COMP 312T(S) Writing Islands (Same as French 312T) (W)*

COMP 338(S) Theorizing Popular Culture: U.S. Latinas/os and the Dynamics of the Everyday (Same as Latina/o Studies 338)*

COMP 351(S) Reading Africa: Gender and Sexuality (Same as English 351 and Women's and Gender Studies 351)*

COMP 357(F) Creolization in Hispanic and Anglophone Caribbean Literature (W)*

COMP 402(S) Migration and National Identity in Literature and Film: Europe and the Americas*

CRHE 201(F)-202(S) Hebrew*

CRHI 201(F)-202(S) Hindi*

CRKO 201(F)-202(S) Korean*

CRSW 201(F)-202(S) Swahili*

CRAB 301(F)-302(S) Intermediate Arabic*

ECON 204(S) Economic Development in Poor Countries (Same as Environmental Studies 234)*

ECON 207(S) China's Economic Transformation Since 1980 (Same as Asian Studies 207)*

ECON 501(F) Development Economics I*

ECON 502(S) Development Economics II*

ENGL 129(F) Twentieth-Century Black Poets (W)*

ENGL 220(FS) Introduction to African-American Writing (Same as American Studies 220)*

ENGL 241(F) The African Novel (Same as Comparative Literature 241) (W)*

ENGL 236(F) Witnessing: Slavery and Its Aftermath (Gateway) (W)*

ENGL 303(S) Visible Culture: Documentary and Nonfiction (Same as Anthropology 225)*

ENGL 308(S) Jewish and Other Others*

ENGL 350(S) James Baldwin and His Contemporaries (Same as African-American Studies 350 and Women's and Gender Studies 350)*

ENGL 351(S) Reading Africa: Gender and Sexuality (Same as Comparative Literature 351 and Women's and Gender Studies 351)*

ENGL 372(F) African-American Literary Thought and Culture (Same as American Studies 372) (W)*

ENGL 389(S) History Through Fiction, Fiction Through History: Windows into African-American Culture (Same as History 389)*

ENVI 234(S) Economic Development in Poor Countries (Same as Economics 204)*

ENVI 246(S) Nature, Wealth and Power: Social Science Perspectives on Conservation and Natural Resource Management in the Developing World (Same as Political Science 246)*

Peoples and Cultures Courses

- ENVI 329(S) The Global Politics of Development and Underdevelopment (Same as Political Science 327)*
- ENVI 353(F) North American Indian History: Pre-Contact to the Present (Same as History 353)*
- HIST 111(S) Movers and Shakers in the Middle East (Same as Leadership Studies 150) (W)*
- HIST 118(S) "Ten Years of Madness": The Chinese Cultural Revolution (W)*
- HIST 148(F) *(formerly 102)* The Mexican Revolution: 1910 to NAFTA (W)*
- HIST 164(S) Slavery in the American South (W)*
- HIST 165(F) The Quest for Racial Justice in Twentieth-Century America (W)*
- HIST 203(F) Sub-Saharan Africa Since 1800*
- HIST 207(F) The Modern Middle East*
- HIST 212(F) Transforming the "Middle Kingdom": China, 2000 BCE-1600*
- HIST 213(S) Modern China, 1600-Present*
- HIST 218(S) Modern Japan (Same as Japanese 218)*
- HIST 243(S) Modern Latin America, 1822 to the Present*
- HIST 252A(F) British Colonial America and the United States to 1877*
- HIST 281(F) African-American History, 1619-1865*
- HIST 282(S) *(formerly 262)* African-American History From Reconstruction to the Present*
- HIST 304(S) South Africa and Apartheid*
- HIST 308(S) Gender and Society in Modern Africa (Same as Women's and Gender Studies 308)*
- HIST 311(S) The United States and the Middle East*
- HIST 315(F) Cultural Foundations: The Literature and History of Early China (Same as Chinese 224 and Comparative Literature 220)*
- HIST 319(F) Gender and the Family in Chinese History (Same as Women's and Gender Studies 319)*
- HIST 321(F) History of U.S.-Japan Relations (Same as Japanese 321)*
- HIST 353(F) North American Indian History: Pre-Contact to the Present (Same as Environmental Studies 353)*
- HIST 364(F) *(formerly 311)* History of the Old South*
- HIST 365(S) *(formerly 312)* History of the New South*
- HIST 380(F) *(formerly 227)* Comparative American Immigration History*
- HIST 383(F) The History of Black Women in America: From Slavery to the Present (Same as Women's and Gender Studies 383)*
- HIST 385(F) *(formerly 332)* Contemporary Issues in Recent Asian-American History, 1965-Present*
- HIST 389(S) History Through Fiction, Fiction Through History: Windows into African-American Culture (Same as English 389)*
- HIST 467(S) African Americans in Urban America*
- HIST 476(F) Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same as Religion 217)*
- HIST 481T(S) The American Revolution, 1763-1798: Meanings and Interpretations (W)*
- HIST 483T(F) African Political Thought (W)*
- HIST 486T(F) Historical Memory of the Pacific War (Same as Japanese 486T) (W)*
- HIST 492T(S) Revolutionary Thought in Latin America (W)*
- INTR 105(F) Latina/o Identities: Constructions, Contestations, and Expressions (Same as Latina/o Studies 105)*
- INST 101(F) Asia and the World (Same as Asian Studies 201 and Political Science 100)*
- LATS 105(F) Latina/o Identities: Constructions, Contestations, and Expressions (Same as INTR 105)*
- LATS 207(F) Spanish for Heritage Speakers: Introduction to the Cultural Production of U.S. Latinas/os (Same as Spanish 107)*
- LATS 240(S) The Politics of Language in the Literature and Culture of U.S. Latinas/os (Same as Comparative Literature 210)*
- LATS 332(F) Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as American Studies 332) (W)*
- LATS 338(S) Theorizing Popular Culture: U.S. Latinas/os and the Dynamics of the Everyday (Same as Comparative Literature 338)*
- LATS 397(F), 398(S) Independent Study*
- LATS 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as American Studies 405) (W)*
- LEAD 150(S) Movers and Shakers in the Middle East (Same as History 111) (W)*
- LEAD 206(F) Memoirs of African American Social Movements (Same as Political Science 206) (W)*
- MUS 130(S) History of Jazz*
- MUS 209(F) Music in History III: Musics of the Twentieth Century*
- MUS 234(S) Afro-Pop: Urban African Dance Music (Same as African-American Studies 234)*
- PSCI 100(F) Asia and the World (Same as Asian Studies 201 and International Studies 101)*
- PSCI 200(F) The Study of Race and Social Structure: Race, Culture and Incarceration (Same as African-American Studies 200)*
- PSCI 206(F) Memoirs of African American Social Movements (Same as Leadership Studies 206) (W)*
- PSCI 213(S) Theory and Practice of Civil Rights Protest*
- PSCI 222(S) The United States and Latin America*
- PSCI 246(S) Nature, Wealth and Power: Social Science Perspectives on Conservation and Natural Resource Management in the Developing World (Same as Environmental Studies 246)*
- PSCI 247(S) Political Power in Contemporary China*

Peoples and Cultures Courses, Quantitative/Formal Reasoning Courses

- PSCI 251(S) The Politics of India*
 PSCI 253(S) Japanese Politics*
 PSCI 268(F) U.S. and the Two Koreas*
 PSCI 318(F) The Voting Rights Act and the Voting Rights Movement*
 PSCI 327(S) The Global Politics of Development and Underdevelopment (Same as Environmental Studies 329)*
 PSCI 342(F) East Asia and Globalization*
 PSCI 343(S) Comparative Politics of Nationalism and Ethnic Conflict (W)*
 PSCI 347(S) Korea's Democratization*
 PSCI 349T(S) Cuba and the United States (W)*
 PSYC 340(F) Cultural Psychology*
 REL 217(F) Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same as History 476)*
 REL 229(F) Liberation Ethics: Social Teachings in Black Sacred Rhetoric (Same as African-American Studies 229)*
 REL 240(F) Hindu Traditions*
 REL 242(S) Buddhism: Concepts and Practices*
 REL 246(S) The Gendering of Religion and Politics in South Asia (Same as Women's and Gender Studies 246)*
 REL 249(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as Anthropology 233 and Asian Studies 233)*
 REL 272(S) Mass Media and Religious Violence*
 REL 278(F) Gender, Religion and the State*
 RLFR 226(F) Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War*
 RLFR 312T(S) Writing Islands (Same as Comparative Literature 312T) (W)*
 RLSP 107(F) Spanish for Heritage Speakers: Introduction to the Cultural Production of U.S. Latinas/os (Same as Latina/o Studies 207)*
 RLSP 200(S) (*formerly 112*) Latin-American Civilizations*
 RLSP 203(F) Major Latin-American Authors: 1880 to the Present (W)*
 RLSP 306T(S) Latino Writing: Literature by U.S. Hispanics (Same as Comparative Literature 302T) (W)*
 RLSP 403(F) Senior Seminar: Literature and the City in Latin America*
 THEA 205(S) The Culture of Carnival*
 THEA 210(S) Multicultural Performance*
 THEA 211(F) Topics in African-American Performance: Theatre and Film of the Harlem Renaissance (Same as American Studies 211)*
 WGST 246(S) The Gendering of Religion and Politics in South Asia (Same as Religion 246)*
 WGST 302(S) Whiteness (Same as American Studies 302)*
 WGST 308(S) Gender and Society in Modern Africa (Same as History 308)*
 WGST 319(F) Gender and the Family in Chinese History (Same as History 319)*
 WGST 350(S) James Baldwin and His Contemporaries (Same as African-American Studies 350 and English 350)*
 WGST 351(S) Reading Africa: Gender and Sexuality (Same as Comparative Literature 351 and English 351)*
 WGST 383(F) The History of Black Women in America: From Slavery to the Present (Same as History 383)*
 WGST 415T(S) Racial-Sexual Politics and Cultural Memory (Same as African-American Studies 400T) (W)*

QUANTITATIVE/FORMAL REASONING COURSES

Williams students should be adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, to use numbers comfortably, and to employ the research tools necessary to analyze data lessen barriers to carrying out professional and economic roles. Prior to their senior year, all students must satisfactorily complete a Quantitative/Formal Reasoning (QFR) course—those marked with a “(Q).” Students requiring extra assistance (as assessed during First Days) are normally placed into Mathematics 100/101/102, which is to be taken before fulfilling the QFR requirement.

The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).

Courses that may be used to meet the requirement in 2005-2006:

- ASTR 111(F) Introduction to Astrophysics (Q)
 BIMO 322(S) Biochemistry II—Metabolism (Same as Biology 322 and Chemistry 322) (Q)
 BIOL 202(F) Genetics (Q)
 BIOL 203(F) Ecology (Same as Environmental Studies 203) (Q)
 BIOL 302(S) Communities and Ecosystems (Same as Environmental Studies 312) (Q)
 BIOL 305(F) Evolution (Q)
 BIOL 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Chemistry 319, Computer Science 319, Mathematics 319 and Physics 319) (Q)

Quantitative/Formal Reasoning Courses

BIOL 322(S) Biochemistry II—Metabolism (Same as BIMO 322 and Chemistry 322) (Q)
 CHEM 151(F) Concepts of Chemistry (Q)
 CHEM 153(F) Concepts of Chemistry: Advanced Section (Q)
 CHEM 155(F) Current Topics in Chemistry (Q)
 CHEM 156(S) Organic Chemistry: Introductory Level (Q)
 CHEM 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319,
 Computer Science 319, Mathematics 319 and Physics 319) (Q)
 CHEM 322(S) Biochemistry II—Metabolism (Same as BIMO 322 and Biology 322) (Q)
 COGS 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as
 INTR 222, Philosophy 222 and Psychology 222) (Q)
 CSCI 105(F) Understanding the Web: Technologies and Techniques (Q)
 CSCI 134(F,S) Digital Computation and Communication (Q)
 CSCI 136(F,S) Data Structures and Advanced Programming (Q)
 CSCI 223(F) Software Development (Q)
 CSCI 237(F) Computer Organization (Q)
 CSCI 256(S) Algorithm Design and Analysis (Q)
 CSCI 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319,
 Chemistry 319, Mathematics 319 and Physics 319) (Q)
 CSCI 334(S) Principles of Programming Languages (Q)
 CSCI 338T(S) Parallel Processing (Q)
 CSCI 361(F) Theory of Computation (Same as Mathematics 361) (Q)
 CSCI 374T(F) Machine Learning (Q)
 CSCI 434(S) Compiler Design (Q)
 ECON 110(F,S) Principles of Microeconomics (Q)
 ECON 120(F,S) Principles of Macroeconomics (Q)
 ECON 221(S) Economics of the Environment (Same as Environmental Studies 221) (Q)
 ECON 251(F,S) Price and Allocation Theory (Q)
 ECON 251M(F,S) Price and Allocation Theory (Q)
 ECON 252(F,S) Macroeconomics (Q)
 ECON 253(F,S) Empirical Economic Methods (Q)
 ECON 255(S) Econometrics (Q)
 ECON 351(F) Tax Policy (Q) (W)
 ECON 353(F) Decision Theory (Q)
 ECON 367(S) Empirical Methods in Macroeconomics (Same as Economics 514) (Q)
 ECON 384(F) Corporate Finance (Q)
 ECON 385(S) Games and Information (Q)
 ECON 514(S) Empirical Methods in Macroeconomics (Same as Economics 367) (Q)
 ENVI 203(F) Ecology (Same as Biology 203) (Q)
 ENVI 221(S) Economics of the Environment (Same as Economics 221) (Q)
 ENVI 312(S) Communities and Ecosystems (Same as Biology 302) (Q)
 GEOS 301(F) Structural Geology (Q)
 INTR 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as
 Cognitive Science 222, Philosophy 222 and Psychology 222) (Q)
 LING 111(S) Articulatory and Acoustic Phonetics (Q)
 LING 131(F) Introduction to Logic and Semantics (Same as Philosophy 131) (Q)
 MATH 103(F,S) Calculus I (Q)
 MATH 104(F,S) Calculus II (Q)
 MATH 105(F,S) Multivariable Calculus (Q)
 MATH 106(F) Multivariable Calculus (Q)
 MATH 180(F) The Art of Mathematical Thinking: An Introduction to the Beauty and Power of
 Mathematical Ideas (Q)
 MATH 209(S) Differential Equations and Vector Calculus (Q)
 MATH 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)
 MATH 211(F,S) Linear Algebra (Q)
 MATH 211T(F) Mathematical Reasoning and Linear Algebra (Q)
 MATH 251(F,S) Discrete Mathematics (Q)
 MATH 251T(F) Introduction to Mathematical Proof and Argumentation (Q)
 MATH 285T(F) Teaching Mathematics (Q)
 MATH 301(F) Real Analysis (Q)
 MATH 305(S) Applied Real Analysis (Q)
 MATH 306(F) Chaos and Fractals (Q)
 MATH 307(S) Methods in Mathematical Modeling and Operations Research (Q)
 MATH 312(S) Abstract Algebra (Q)
 MATH 313(F) Introduction to Number Theory (Q)
 MATH 313T(S) Explorations in Number Theory and Geometry (Q)
 MATH 317(F) Applied Abstract Algebra (Q)
 MATH 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319,
 Chemistry 319, Computer Science 319 and Physics 319) (Q)
 MATH 324T(F) Topology (Q)
 MATH 327T(S) Tiling Theory (Q)

Quantitative/Formal Reasoning Courses, Related Course Listings

MATH 352(S) Combinatorics (Q)
MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)
MATH 373(F) Investment Mathematics (Q)
MATH 401(F) Functional Analysis with Applications to Mathematical Physics (Q)
MATH 402(S) Measure Theory and Probability (Q)
MATH 411(S) Commutative Algebra (Q)
MATH 433(F) Mathematical Modeling and Control Theory (Q)
STAT 101(F,S) Elementary Statistics and Data Analysis (Q)
STAT 201(F,S) Statistics and Data Analysis (Q)
STAT 346(S) Regression and Forecasting (Q)
STAT 358T(F) Introduction to Biostatistics (Q)
STAT 441(F) Bayesian Statistics (Q)
PHIL 131(F) Introduction to Logic and Semantics (Same as Linguistics 131) (Q)
PHIL 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Psychology 222) (Q)
PHYS 100(S) Physics of Everyday Life (Q)
PHYS 109(F) Sound, Light, and Perception (Q)
PHYS 131(F) Particles and Waves (Q)
PHYS 132(S) Electromagnetism and the Physics of Matter (Q)
PHYS 141(F) Particles and Waves—Enriched (Q)
PHYS 142(S) Foundations of Modern Physics (Q)
PHYS 151(F) Seminar in Modern Physics (Q)
PHYS 201(F) Electricity and Magnetism (Q)
PHYS 202(S) Waves and Optics (Q)
PHYS 210(S) Mathematical Methods for Scientists (Same as Mathematics 210) (Q)
PHYS 301(F) Quantum Physics (Q)
PHYS 302(S) Statistical Physics (Q)
PHYS 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and Mathematics 319) (Q)
PHYS 405T(F) Electromagnetic Theory (Q)
PHYS 418(S) Gravity (Q)
PHYS 451(S) Solid State Physics (Q)
PSYC 201(F,S) Experimentation and Statistics (Q)
PSYC 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Philosophy 222) (Q)

RELATED COURSE LISTINGS

There are a number of significant areas of studies in which Williams offers many relevant courses, yet no formal program. To alert students to the opportunity for integrating courses from diverse disciplines into a focus area and to encourage them to do so, the courses in this section are organized as lists of topic-related courses. For their full descriptions, see the respective departmental sections.

Gay, Lesbian, and Bisexual Studies

Gay, lesbian, and bisexual studies focuses on the social construction of sexuality, past and present. Although, at present, Williams does not have a formal concentration in gay, lesbian, and bisexual studies, the College offers a number of courses which examine how social, cultural, and political institutions shape sexualities, as well as the responses and resistances thereto, through a variety of texts and contexts. The following courses include significant components on gay, lesbian, and bisexual studies (at least two weeks out of the semester).

CLAS/HIST 222 Greek History
CLAS 239/HIST 332 Women in Greece and Rome
ENGL/WGST 341 American Genders, American Sexualities
CLGR 403 Poetry and Revolution in Archaic Greece
HIST 335 Class, Gender, and Race in Post-1945 Britain
HIST 378/Women's and Gender Studies 344 History of Sexuality in America
HIST 394 Comparative Masculinities: Britain and the United States Since 1800
HIST/WGST 489T History and the Body
REL 232/HIST 309 Women and Islam
THEA 101 Introduction to Theatre
WGST 101 Introduction to Women's and Gender Studies
WGST 402 The Personal and the Political: Confessional Narrative and Feminist Politics

Medieval Studies

CLAS 101/COMP 107 Greek Literature
CLAS 103/COMP 223/THEA 311 Greek and Roman Drama: Renewal and Transformation
CLAS/ArH 213 Greek Art and Myth
CLAS/HIST 222 Greek History
CLAS/HIST 223 Roman History
ENGL 305 Chaucer
MATH 381 History of Mathematics

Related Course Listings, Tutorials

PSCI/PHIL 231 Ancient Political Theory
REL 203 Introduction to Judaism
REL 211 Paul and the Beginnings of Christianity

Political and Economic Philosophy

PHIL 101 Introduction to Moral and Political Philosophy
POEC/ECON 301/Political Science 333 Economic Liberalism and Its Critics
PSCI 203 Introduction to Political Theory
PSCI 204 Introduction to Comparative Politics: Nationalism, Religion, and State Power
PSCI/PHIL 231 Ancient Political Theory
SOC 101 Invitation to Sociology

TUTORIALS OFFERED 2005-2006

A description of the tutorial program, and information about how tutorials operate, may be found on page 15 of this catalog. Students may obtain detailed information about particular tutorials from the course descriptions and the instructors.

African-American Studies

AAS 400T(F,S)
WGST 415T(F,S) Racial-Sexual Politics and Cultural Memory (W)* James

Anthropology and Sociology

ANTH 270T(F) Trauma, Memory, and Reconciliation (W)* D. Edwards
ANTH 328T(F) Emotions and the Self (W)* Just

Art

ARTH 209T(F) The Works of Modernist and Contemporary Landscape Architects (W) Satterthwaite
ARTS 310T(S) Appearance/Disappearance Epping
ARTS 364T(F) Artists' Books Takenaga
ARTS 380T(S) Between Art and Cinema L. Johnson

Astronomy/Astrophysics

ASTR 207T(S) Extraterrestrial Life in the Galaxy:
A Sure Thing, or a Snowball's Chance? (W) Kwitter

Biology

BIOL 206T(S) Genomes, Transcriptomes and Proteomes (W) D. Lynch
BIOL 402T(F)/ENVI 404T Topics in Ecology: Biological Resources (W) Art

Comparative Literature

COMP 312T(S) Writing Islands (Same as French 312T) (W)* Pieprzak

Computer Science

CSCI 338T(S) Parallel Processing (Q) Teresco
CSCI 374T(F) Machine Learning (Q) Danyluk

Economics

ECON 357T(S) The Strange Economics of College (W) Schapiro
ECON 374T(S) Poverty and Public Policy (W) Shore-Shepard

English

ENGL 244T(S) Kids (W) K. Shepard
ENGL 312T(S)/WGST 312T Early Modern Women Writers and the Art of Renaissance Self-Fashioning I. Bell
ENGL 320T(F) Marlowe and Shakespeare (W) Kleiner
ENGL 343T(F) Whitman and Dickinson in Context (W) Kent
ENGL 368T(S) Approaches to W. B. Yeats (W) Pethica

Environmental Studies

ENVI 270T(F)/PSCI270T Environmental Policy (W) Benjamin

Geosciences

GEOS 217T(F)/ASTR 217T Planetary Geology (W) Cox
GEOS 221T(F) Paleoclimates: Reconstructing Earth's Climatic Past Backus
GEOS 304T(S) Paleoecology (W) M. Johnson
GEOS 350T(S) Tectonics, Erosion, and Climate (W) Karabinos

History

HIST 135T(F)/LEAD 135T The Great War, 1914-1918 (W) Wood
HIST 140T(S) *Fin-de Siecle* Russia: Cultural Splendor, Imperial Decay (W) W. Wagner

Tutorials

HIST 481T(S)	The American Revolution, 1763-1798: Meanings and Interpretations (W)*	Aubert
HIST 482T(S)	Memory, History, and the Extermination of the Jews of Europe (W)	Garbarini
HIST 483T(F)	African Political Thought (W)*	Mutongi
HIST 486T(F)/ JAPN 486T	Historical Memory of the Pacific War (W)*	Maruko
HIST 492T(S)	Revolutionary Thought in Latin America (W)*	Kittleson
<i>Maritime Studies</i> MAST 231T(F,S)/ ENGL 231T	Literature of the Sea (W) (Offered only at Mystic Seaport.)	
<i>Mathematics/Statistics</i> MATH 211T(F)	Mathematical Reasoning and Linear Algebra (Q)	Silva
MATH 251T(F)	Introduction to Mathematical Proof and Argumentation (Q)	Pacelli
MATH 285T(F)	Teaching Mathematics (Q)	Burger
MATH 313T(S)	Explorations in Number Theory and Geometry (Q)	Burger
MATH 324T(F)	Topology (Q)	Morgan
MATH 327T(S)	Tiling Theory (Q)	Adams
STAT 358T(F)	Introduction to Biostatistics (Q)	Klingenberg
<i>Music</i> MUS 203T(F), 204T(S)	Composition I and II	Fall: Kechley, Spring: Perez Velazquez
MUS 221T(S)	Advanced Ear Training for Jazz Musicians: The Study of Jazz Improvisation Traditions through the Art of Transcription	Jaffe
MUS 245T(S)	Music Analysis: Music with Text (W)	E. Gollin
<i>Philosophy</i> PHIL 272T(F)	Free Will and Responsibility (W)	Barry
PHIL 273T(S)	Hume's Treatise on Human Nature (W)	Cruz
PHIL 308T(S)	Wittgenstein's Philosophical Investigations (W)	Mladenovic
PHIL 342T(F)	Contemporary Virtue Ethics (W)	Clarke
<i>Physics</i> PHYS 405T(F)	Electromagnetic Theory(Q)	S. Bolton
<i>Political Science</i> PSCI 236T(S)	Social Capital (W)	M. Deveaux
PSCI 314T(F)	American Political Development (W)	Mellow
PSCI 331T(F)	Non-Profit Organization and Community Change (W)	A. Willingham
PSCI 349T(S)	Cuba and the United States (W)*	Mahon
<i>Psychology</i> PSYC 317T(S)	Nature via Nurture: Explorations in Developmental Psychobiology	Zimmerberg
<i>Religion</i> REL 228T(S)	North American Apocalyptic Thought	Shuck
<i>Spanish</i> RLSP 306T(S)/ COMP 302T(S)	Latino Writing: Literature by U.S. Hispanics (W)*	Bell-Villada
<i>Williams in New York</i> WNY 301T(F)	Fieldwork in New York (W)	Jackall

The Center for Development Economics is offering two graduate-level courses (ECON 516T and ECON 518T) in the tutorial format. Interested undergraduates should consult the course descriptions and the instructor for eligibility.

The College acknowledges with deepest gratitude the following classes and individuals who have created generous endowments to support tutorials at Williams in honor of their 25th and 50th Re-unions.

**The Class of 1953
The Class of 1954
The Class of 1979
Hugh Germanetti 1954
David A. Gray 1954
John D. Mabie 1954
John H. Simpson 1979**

WRITING-INTENSIVE COURSES

Courses designated as “writing intensive”—those marked with a “(W)”—stress the process of learning to write effectively. Such courses include a substantial amount of writing (a minimum of 20 pages), usually divided into several discrete assignments. Instructors pay close attention to matters of style and argumentation. Enrollments are limited to 19.

All Williams College students are required to take two writing-intensive courses: one by the end of the sophomore year and one by the end of the junior year. Students will benefit most from writing-intensive courses by taking them early in their college careers and are therefore strongly encouraged to complete the requirement by the end of the sophomore year.

Courses that may be used to meet the requirement in 2005-2006:

- AAS 400T(S) Racial-Sexual Politics and Cultural Memory (Same as Women’s and Gender Studies 415) (W)*
- AMST 332(F) Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as Latina/o Studies 332) (Junior Seminar) (W)*
- AMST 372(F) African-American Literary Thought and Culture (Same as English 372) (W)*
- AMST 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as Latina/o Studies 405) (Senior Seminar) (W)*
- ANTH 270T(F) Trauma, Memory, and Reconciliation (W)*
- ANTH 328T(F) Emotions and the Self (W)*
- ANTH 364(F) Ritual, Politics, and Power (W)*
- SOC 345(S) Producing the Past (W)*
- ARTH 209T(F) The Works of Modernist and Contemporary Landscape Architects (W)
- ARTH 405(S) Seminar in Architectural Criticism (W)
- ARTS 311(S) Art and Justice (Same as INTR 307 and Political Science 337) (W)
- JAPN 256(S) Confession and Deception in Japanese Literature (Same as Comparative Literature 250) (W)*
- JAPN 486T(F) Historical Memory of the Pacific War (Same as History 486T) (W)*
- ASTR 338(S) The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as History of Science 338 and Leadership Studies 338) (W)
- ASTR 207T(S) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball’s Chance? (W)
- ASTR 217T(F) Planetary Geology (Same as Geosciences 217T) (W)
- ASTR 402(F) Between the Stars: The Interstellar Medium (W)
- BIOL 206T(S) Genomes, Transcriptomes and Proteomes (W)
- BIOL 402T(F) Topics in Ecology: Biological Resources (Same as Environmental Studies 404T) (W)
- CLAS 206(S) The Book of Job and Joban Literature (Same as Comparative Literature 206, Jewish Studies 206 and Religion 206) (W)
- CLAS 224(S) Helen, Desire and Language (Same as Comparative Literature 244 and Women’s and Gender Studies 224) (W)
- CLAS 301(S) Plato’s Socrates and the Sophists (Same as Philosophy 301) (W)
- COMP 111(FS) The Nature of Narrative (Same as English 120) (W)
- COMP 117(F) Introduction to Cultural Theory (Same as English 117) (W)
- COMP 206(S) The Book of Job and Joban Literature (Same as Classics 206, Jewish Studies 206 and Religion 206) (W)
- COMP 237(F) Gender and Desire 1200-1600 (Same as English 237 and Women’s and Gender Studies 237) (W)
- COMP 241(F) The African Novel (Same as English 241) (W)*
- COMP 244(S) Helen, Desire and Language (Same as Classics 224 and Women’s and Gender Studies 224) (W)
- COMP 250(S) Confession and Deception in Japanese Literature (Same as Japanese 256) (W)*
- COMP 302T(S) Latino Writing: Literature by U.S. Hispanics (Same as Spanish 306) (W)*
- COMP 312T(S) Writing Islands (Same as French 312T) (W)*
- COMP 357(F) Creolization in Hispanic and Anglophone Caribbean Literature (W)*
- ECON 230(F) The Economics of Health and Health Care (W)
- ECON 351(F) Tax Policy (Q) (W)
- ECON 357T(S) The Strange Economics of College (W)
- ECON 374T(S) Poverty and Public Policy (W)
- ENGL 105(S) Poetry and Magic (W)
- ENGL 112(F) Introduction to Literary Analysis (W)
- ENGL 115(F) Narrative and Narrative Experience (W)
- ENGL 117(F) Introduction to Cultural Theory (Same as Comparative Literature 117) (W)
- ENGL 120(F,S) The Nature of Narrative (Same as Comparative Literature 111) (W)
- ENGL 122(S) The Syntactic Structure of English (Same as Linguistics 121) (W)
- ENGL 123(F,S) Borrowing and Stealing: Originality in Literature and Culture (W)
- ENGL 125(F) After The Tempest (W)
- ENGL 126(F,S) Stupidity and Intelligence (W)
- ENGL 128(F) Documentary Film (W)
- ENGL 129(F) Twentieth-Century Black Poets (W)*
- ENGL 130(F,S) J.M. Coetzee (W)
- ENGL 131(F,S) Provincialism (W)

Writing-Intensive Courses

ENGL 137(S) Shakespeare's Warriors and Politicians (W)
 ENGL 145(FS) Reading and Writing Science Fiction (W)
 ENGL 150(F) Expository Writing (W)
 ENGL 150(S) Expository Writing (W)
 ENGL 231T(F,S) Literature of the Sea (Same as Maritime Studies 231T) (W) (Offered only at Mystic Seaport.)
 ENGL 241(F) The African Novel (Same as Comparative Literature 241) (W)*
 ENGL 242(F) Reading and Writing Biography (W)
 ENGL 244T(S) Kids (W)
 ENGL 247(F) Colonial Subjects (W)
 ENGL 222(S) Studies in the Lyric (Gateway) (W)
 ENGL 225(S) Romanticism and Modernism (Gateway) (W)
 ENGL 235(S) Comedy/Tragedy (Gateway) (W)
 ENGL 236(F) Witnessing: Slavery and Its Aftermath (Gateway) (W)*
 ENGL 237(F) Gender and Desire 1200-1600 (Same as Comparative Literature 237 and Women's and Gender Studies 237) (Gateway) (W)
 ENGL 245(FS) Arts of Detection (Gateway) (W)
 ENGL 246(S) The Novel and Globalization (Gateway) (W)
 ENGL 312T(S) Early Modern Women Writers and the Art of Renaissance Self-Fashioning (Same as Women's and Gender Studies 312) (W)
 ENGL 320T(F) Marlowe and Shakespeare (W)
 ENGL 343T(F) Whitman and Dickinson in Context (W)
 ENGL 368T(S) Approaches to W. B. Yeats (W)
 ENGL 372(F) African-American Literary Thought and Culture (Same as American Studies 372) (W)*
 ENVI 270T(F) (*formerly 308T*) Environmental Policy (Same as Political Science 270T) (W)
 ENVI 404T(F) Topics in Ecology: Biological Resources (Same as Biology 402T) (W)
 FRS 101(F) Interpreting Human Experience (W)
 GEOS 105(F) Geology Outdoors (W)
 GEOS 217T(F) Planetary Geology (Same as Astronomy 217T) (W)
 GEOS 221T(F) Paleoclimates: Reconstructing Earth's Climatic Past (W)
 GEOS 302(S) Sedimentation (W)
 GEOS 304T(S) Paleocology (W)
 GEOS 350T(S) Tectonics, Erosion, and Climate (W)
 HIST 111(S) Movers and Shakers in the Middle East (Same as Leadership Studies 150) (W)*
 HIST 118(S) "Ten Years of Madness": The Chinese Cultural Revolution (W)*
 HIST 124(S) The Vikings (W)
 HIST 127(F) (*formerly 105*) The Expansion of Europe (W)
 HIST 135T(F) The Great War, 1914-1918 (Same as Leadership Studies 135T) (W)
 HIST 136(F) Before the Deluge: Paris and Berlin in the Interwar Years (W)
 HIST 140T(S) *Fin-de Siecle* Russia: Cultural Splendor, Imperial Decay (W)
 HIST 148(F) (*formerly 102*) The Mexican Revolution: 1910 to NAFTA (W)*
 HIST 164(S) Slavery in the American South (W)*
 HIST 165(F) The Quest for Racial Justice in Twentieth-Century America (W)*
 HIST 352(FS) (*formerly 255*) America and the Sea, 1600-Present (Same as Maritime Studies 201) (Offered only at Mystic Seaport.) (W)
 HIST 440(F) Reform, Revolution, Terror: Russia, 1900-1939 (W)
 HIST 481T(S) The American Revolution, 1763-1798: Meanings and Interpretations (W)*
 HIST 482T(S) Memory, History, and the Extermination of the Jews of Europe (W)
 HIST 483T(F) African Political Thought (W)*
 HIST 486T(F) Historical Memory of the Pacific War (Same as Japanese 486T) (W)*
 HIST 492T(S) Revolutionary Thought in Latin America (W)*
 HSCI 338(S) The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as Astronomy 338 and Leadership Studies 338) (W)
 INTR 107(F) Interpreting Human Experience (W)
 INTR 307(S) Art and Justice (Same as ArtS 311 and Political Science 337) (W)
 JWST 206(S) The Book of Job and Joban Literature (Same as Classics 206, Comparative Literature 206 and Religion 206) (W)
 LATS 332(F) Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as American Studies 332) (W)*
 LATS 405(S) Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making (Same as American Studies 405) (W)*
 LEAD 135T(F) The Great War, 1914-1918 (Same as History 135T) (W)
 LEAD 150(S) Movers and Shakers in the Middle East (Same as History 111) (W)*
 LEAD 206(F) Memoirs of African American Social Movements (Same as Political Science 206) (W)*
 LEAD 338(S) The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as Astronomy 338 and History of Science 338) (W)
 LING 121(S) The Syntactic Structure of English (Same as English 122) (W)
 MAST 201(FS) America and the Sea, 1600-Present (Same as History 352) (Offered only at Mystic Seaport.) (W)
 MAST 231(FS) Literature of the Sea (Same as English 231T) (Offered only at Mystic Seaport.) (W)
 MUS 245T(S) Music Analysis: Music with Text (W)

Writing-Intensive Courses

- MUS 402(S) Senior Seminar in Music (W)
 THEA 220(F) Approaching Performance Studies (Same as Women's and Gender Studies 220) (W)
 INTR 307(S) Art and Justice (Same as ArtS 311 and Political Science 337) (W)
 PHIL 101(F,S) Introduction to Moral and Political Philosophy (W)
 PHIL 102(F,S) Introduction to Metaphysics and Epistemology (W)
 PHIL 212(S) Ethics and Reproductive Technologies (Same as Women's and Gender Studies 212) (W)
 PHIL 227(F) Death and Dying (W)
 PHIL 272T(F) Free Will and Responsibility (W)
 PHIL 273T(S) Hume's *Treatise on Human Nature* (W)
 PHIL 301(S) Plato's Socrates and the Sophists (Same as Classics 301) (W)
 PHIL 305(F) Existentialism and Phenomenology (W)
 PHIL 308T(S) Wittgenstein's Philosophical Investigations (W)
 PHIL 331(F) Contemporary Epistemology (W)
 PHIL 342T(F) Contemporary Virtue Ethics (W)
 PHIL 401(F) Senior Seminar: Emotions (W)
 PSCI 206(F) Memoirs of African American Social Movements (Same as Leadership Studies 206) (W)*
 PSCI 236T(S) Social Capital (W)
 PSCI 238(F) The Idea of Democracy (W)
 PSCI 261(S) American Foreign Policy (W)
 PSCI 270T(F) Environmental Policy (Same as Environmental Studies 270T) (W)
 PSCI 314T(F) American Political Development (W)
 PSCI 319(S) War and the Constitution (W)
 PSCI 331T(F) Non-Profit Organization and Community Change (W)
 PSCI 337(S) Art and Justice (Same as ArtS 311 and INTR 307) (W)
 PSCI 343(S) Comparative Politics of Nationalism and Ethnic Conflict (W)*
 PSCI 349T(S) Cuba and the United States (W)*
 PSCI 364(F) George Kennan and the Dilemmas of American Foreign Policy (W)
 PSCI 420(F,S) Senior Seminar in International Relations: Globalization and War (W)
 PSCI 420(S) Senior Seminar in International Relations: American Hegemony and the Future of the International System (W)
 PSCI 420/440(F) The Power of the Purse in International Politics (W)
 PSYC 336(S) Adolescence (W)
 PSYC 355(S) Psychotherapy: Theory and Research (W)
 REL 206(S) The Book of Job and Joban Literature (Same as Classics 206, Comparative Literature 206 and 206) (W)
 REL 306(S) Feminist Approaches to Religion (Same as Women's and Gender Studies 307) (W)
 RLFR 312T(S) Writing Islands (Same as Comparative Literature 312T) (W)*
 RLSP 203(F) Major Latin-American Authors: 1880 to the Present (W)*
 RLSP 306T(S) Latino Writing: Literature by U.S. Hispanics (Same as Comparative Literature 302T) (W)*
 RUSS 402(S) Images of Childhood in Russian Literature (W)
 THEA 220(F) Approaching Performance Studies (Same as Women's and Gender Studies 220) (W)
 WGST 101(F) Introduction to Women's and Gender Studies (W)
 WGST 212(S) Ethics and Reproductive Technologies (Same as Philosophy 212) (W)
 WGST 220(F) Approaching Performance Studies (Same as Theatre 220) (W)
 WGST 224(S) Helen, Desire and Language (Same as Classics 224 and Comparative Literature 244) (W)
 WGST 237(F) Gender and Desire 1200-1600 (Same as Comparative Literature 237 and English 237) (W)
 WGST 307(S) Feminist Approaches to Religion (Same as Religion 306) (W)
 WGST 312T(S) Early Modern Women Writers and the Art of Renaissance Self-Fashioning (Same as English 312) (W)
 WGST 402(S) Romantic Love (W)
 WGST 415T(S) Racial-Sexual Politics and Cultural Memory (Same as African-American Studies 400T) (W)*
 MAST 201(F,S) America and the Sea, 1600-Present (Same as History 352)(W)
 MAST 231T(F,S) Literature of the Sea (Same as English 231T) (W)
 WNY 301T(F) Fieldwork in New York (W)

WILLIAMS OFF-CAMPUS PROGRAMS

WILLIAMS-EXETER PROGRAMME AT OXFORD UNIVERSITY

Director, Associate Professor JAMES L. NOLAN, Jr.

THE PROGRAMME

Williams College offers a year-long programme of studies at Oxford University in co-operation with Exeter College (founded in 1314), one of the constituent colleges of the University. Williams students will be enrolled as Visiting Students at Exeter and as such will be undergraduate members of the University, eligible for access to virtually all of its facilities, libraries, and resources. As Visiting Students in Oxford, students admitted to the Programme will be fully integrated into the intellectual and social life of one of the world's great universities.

Although students in the Programme will be members of Exeter College, entitled to make full use of Exeter facilities (including the College Library), dine regularly in Hall, and join all College clubs and organisations on the same terms as other undergraduates at Exeter, students will reside in Ephraim Williams House, a compound of four buildings owned by Williams College, roughly 1.4 miles north of the city centre. Three students from Exeter College will normally reside in Ephraim Williams House each year, responsible for helping to integrate Williams students into the life of the College and the University. A resident director (and member of the Williams Faculty) administers Ephraim Williams House, oversees the academic programme, and serves as both the primary academic and personal advisor to Williams students in Oxford.

Students enrolled in the Oxford Programme must enroll for the full academic year, which consists of three academic terms, each of which includes eight full weeks of instruction: MICHAELMAS TERM (early October to early December), HILARY TERM (mid-January to mid-March), and TRINITY TERM (late April to late June). Students are expected to be in residence to write their first tutorial papers before the eight weeks of instruction begins and to remain in residence during the week after the term ends in order to sit their final examinations. Between the three terms there are two intervening four-five week vacations, during which students may be expected to continue reading as preparation for their upcoming tutorials.

THE TUTORIAL SYSTEM

Undergraduate instruction at Oxford University is largely carried out through individual or small-group tutorials, in which students meet weekly with their tutor to present and discuss an essay they have written, based on an extensive amount of reading undertaken from an assigned reading list they will receive at the beginning of each term. In addition to the weekly tutorial, students are from time to time encouraged to attend a pertinent course of lectures offered by the University that corresponds to the material being addressed in their tutorials.

Each student will plan a course of study for the three terms of the academic year in consultation with the director of the Programme. In his or her capacity as the Tutor for Visiting Students at Exeter College, the director, working closely with Exeter's subject tutors, will arrange the teaching for the students, monitor student progress, be in regular contact with the student's tutors, supervise the examinations that students will sit at the end of each academic term, and report on each student's academic progress to the Senior Tutor at Exeter College. There are no "add/drop" periods at Oxford; once a student has made a commitment to a particular tutorial course, and the director has then secured a tutor to teach that course, students cannot back out.

Over the course of the three terms, students are required to enroll in a *minimum* of FOUR full tutorial courses (each consisting of eight individual tutorial meetings and requiring the preparation of eight essays) and ONE half tutorial course (consisting of four individual tutorial meetings and the preparation of four essays). Some students choose to substitute a fifth full tutorial course for the half tutorial course and a few will decide to enroll in two full tutorial courses each term. The average course load undertaken by most students in residence in Oxford during the past has been five full tutorial courses or their equivalent.

GRADES AND CREDIT

Grades for each tutorial course reflect the grade assigned to all eight (or four) tutorial sessions, including their related essays, considered together, as well as the grade for the final examination on work accomplished in the individual tutorials and supplementary readings. Final examinations last three hours in the case of full tutorial courses and two hours in the case of half tutorial courses and are always sat in the ninth week of term, following the eight weeks of instruction each term. The final grade recorded on the Williams transcript is calculated by counting the grade for the tutorial meetings and essays as two-thirds of the grade and the final examination as one-third of the overall grade. For some tutorial courses (especially in writing and the studio arts), tutors may offer the student the option of a final paper or project in lieu of an examination.

Upon satisfactory completion of the requirements for the Williams-Exeter Programme at Oxford University, students receive academic credit for a regular Williams academic year, the four tutorial courses replacing the regular eight semester courses the student would normally take at Williams, the half tutorial course replacing the Winter Study Course. Grades eventually become a part of their Williams transcript and will be included in the computation of their Grade Point Average.

Williams-Exeter Programme at Oxford

Tutorial courses in Oxford may be used toward fulfilling the divisional distribution requirement; a student may earn a year maximum of three distribution requirements, with no more than one from each division, for the year. All tutorial courses at Oxford meet the Williams College “Writing Intensive” designation, except for those in the studio arts, mathematics, and the sciences.

Tutorial courses in Oxford may also be used to meet major requirements. Some departments at Williams will grant a two-course credit towards the major for each full tutorial course taken at Oxford, and one course towards the major for each half tutorial course taken at Oxford. Most departments, however, will grant a one-course credit towards the major for each relevant tutorial course taken at Oxford (whether a full or a half). Students are encouraged to check with their department chair(s) to confirm official department policy.

THE COURSE OF STUDY

Students are encouraged to pursue a course of study during their three terms at Oxford that best reflects the strength of the University’s offerings. In addition to the opportunity to pursue British and Commonwealth Studies, Williams students in Oxford will be able to pursue tutorials in fields in which Oxford is particularly noted (English Literature, Modern History, Philosophy, Politics, Classics, Theology, etc.). Exeter College also has a Fellow in English Language and Literature (with interests ranging from the Renaissance—including Shakespeare—to the early nineteenth century) committed to teaching Williams students, and students are thus encouraged to consider undertaking at least one tutorial course in these fields as part of their course of study.

What follows is a list of tutorial courses normally available to students studying with the Williams-Exeter Programme at Oxford. The tutorials listed below (WIOX 311-384) represent a selection of some of the standard “papers” (courses) that comprise the Oxford degrees in various subjects and that are taught in tutorial format. Normally, but not always, tutors can be secured who can teach these subjects to Williams students, although demand, leave patterns, and other constraints, sometimes mean that not all of these subjects can be staffed in all terms.

Some tutorial courses are accompanied by lectures. In such cases the term in which the lectures are delivered is listed, as is the term in which students should take the tutorials (MT-Michaelmas Term; HT-Hilary Term; TT-Trinity Term). Sometimes, where appropriate, prerequisites are also listed.

While many students enroll in the tutorial courses listed below (WIOX 311-384), it is also possible to choose from other available Oxford courses under the heading of WIOX 390, a general rubric for more specialized tutorial work. This is described in more detail below.

WIOX 311 Art History: English Architecture 1660-1720

A study of the principal buildings of Wren, Hawksmoor, Jones and Vanburgh in relation to the contemporary historical background. Prerequisites: ArH 101 and 102. Tutorials: any term.

WIOX 316 Biology: Evolution and Systematics

Evolution as a central theme of biology; methods and data of phylogeny reconstruction; macro-evolutionary change; biogeography; adaptation; comparative method; natural selection; evolution of sex; the modern synthesis. Prerequisites: Biology 101 and 102. Tutorials: any term.

ECONOMICS

Each of the following courses is available to Williams students in Oxford. As all of the economics teaching is arranged by Oxford’s Economics Department, students need to inform the Director of the Programme of their interest in any of the following economics options when registering during the Spring of their sophomore year; commitments to any of the following papers must be made in advance for the entire academic year. Students will be expected to attend the lectures in all terms designated and undertake their tutorial work in the appropriate term, as noted below. All courses listed below can only be taken as “full” tutorial courses.

WIOX 319 Economics: Microeconomics

Risk, uncertainty and information; the firm and market structures; welfare economics; externalities, public goods, and the sources of market failure; the distribution of income; trade and protection; the applications of microeconomics to public policy issues. (Similar to Economics 251.) Prerequisites: Economics 110 and 120. Lectures: MT. Tutorials: MT only.

WIOX 320 Economics: Macroeconomics

Alternative macroeconomic theories and policy implications; aggregate investment and consumption; demand for money; unemployment and inflation; balance of payments adjustment; exchange rates; supply-side policies; monetary and fiscal policy; international aspects of macroeconomic policy—all with special reference to the UK and its membership of the EU. (Similar to Economics 252.) Prerequisites: Economics 110 and 120. Lectures: HT. Tutorials: HT only.

WIOX 321 Economics: British Economic History Since 1870

Trends and cycles in national income; changes in the structure of output, employment, and capital; the location of industries, industrial concentration, and the growth of large firms; prices, interest rates, and public finance; trade unions and the labour market; poverty and living standards; foreign trade; government policy. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT. Tutorials: TT.

WIOX 322 Economics: International Economics

Theories of international trade and their application to economic policy and current problems; theory and practice of economic integration; current problems of the international trading system; methods of balance of payments adjustment and financing; behaviour of floating exchange rates; Exchange Rate Regimes and the International Monetary System. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT, TT. Tutorials: TT (or MT with approval of Director).

WIOX 323 Economics: Command and Transitional Economies

Traditional command economies, attempts to reform them in the direction of market socialism, and the transition to market economies. Focus is largely on Russia and the nations of Eastern Europe, with some attention to China. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, TT. Tutorials: TT.

WIOX 324 Economics: Economics of Developing Countries

Theories of growth and development; poverty and income distribution; human resources; labour markets and employment; industrialization and technology; agriculture and rural development; monetary and fiscal issues; foreign aid; the role of government in development. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT, TT. Tutorials: TT.

WIOX 325 Economics: Money and Banking

The nature and definition of money; the role, behaviour, and regulation of banks and other financial intermediaries; the supplies of money and credit; the interest rate structure and equity prices; the aims, instruments, and practice of monetary policy; foreign exchange markets and monetary policy; the relations between monetary and fiscal policy. Prerequisites: Economics 110, 120, and 252 (or WIOX 320). Lectures: MT, HT, TT. Tutorials: TT (or MT with approval of Director).

WIOX 326 Economics: Public Economics

Welfare-economic foundations; the measurement of well-being; taxation and incentives; taxation, debt, and behaviour over time; health, education, and social security; public goods, externalities and market failure; policy towards natural resources and the environment. Prerequisites: Economics 110, 120, and 251 (or WIOX 319). Lectures: MT, TT. Tutorials: TT (or MT with approval of Director).

WIOX 327 Economics: Economics of Industry

Market structures, costs and scale economies; oligopoly and the theory of games; empirical studies of pricing and profitability; advertising and product differentiation; mergers and vertical integration; public enterprises and public policy towards market structure; managerial theories of the firm. Prerequisites: Economics 110, 120, and 251 (or WIOX 319). Lectures: TT. Tutorials: TT.

WIOX 328 Economics: Labour Economics and Industrial Relations

Organization and policies of trade unions and employers' associations; employer-employee relations; the theory and practice of collective bargaining; the role of the government in industrial relations; the application of economic analysis to labour markets; economic aspects of trade unions; the economics of labour policy. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: MT, HT, TT. Tutorials: MT or TT.

WIOX 329 Economics: Classical Economic Thought

The theories of value, distribution, money, and international trade as put forward and developed by Smith, Ricardo, and Marx. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures: HT. Tutorials: TT.

WIOX 330 English: English Literature (surveys)

The following courses offer general introductions to the literature of specific periods of English history. There are no prerequisites for these courses and tutorials can generally be arranged for any of these courses in any term. Each of the courses listed below is a separate entity; moreover, given the scope and range of each course, it is best taken as a "full" course. Exeter's Fellow in English is normally available to teach WIOX 330d and 330e to Williams students.

- WIOX 330a English: English Literature from 600 to 1100
- WIOX 330b English: English Literature from 1100 to 1509
- WIOX 330c English: English Literature from 1509 to 1642
- WIOX 330d English: English Literature from 1642 to 1740
- WIOX 330e English: English Literature from 1740 to 1832
- WIOX 330f English: English Literature from 1832 to 1900
- WIOX 330g English: English Literature from 1900 to the present day

WIOX 331 English: Shakespeare

Consideration of Shakespeare's work in its broader literary and historical context, with a focus on both the range of Shakespeare's writings and the details of specific plays. Students may choose to focus on specific aspects of Shakespeare's work. No prerequisites; normally available in all three terms; best taken as a "full" course.

Williams-Exeter Programme at Oxford

WIOX 332 English: The Drama in English

Each of the courses below focuses on drama in English during a specific period. Students may choose to focus on the period as a whole or specific dramatists within it. No prerequisites; normally available in all three terms as a “full” or a “half” course.

WIOX 332a English: The Drama in English from 1400 to 1640, excluding Shakespeare

WIOX 332b English: The Drama in English from 1640 to 1890

WIOX 332c English: The Drama in English since 1890

WIOX 333 English: The History, Use, and Theory of the English Language

The history, use, and theory of the English language, with special reference to literary language, from Chaucer to the present day. Topics in linguistic theory (such as vocabulary, syntax and morphology, social and geographical aspects of the use of English) as well as in the history and theories of literary language (such as figurative language, relations between written and oral discourse, and literary language as persuasion and social action). No prerequisites; normally available in all three terms.

WIOX 334 English: Special Authors

Each of the separate courses below allows students to focus in detail on the work of one or more authors. Often two authors from a specific grouping might be selected for a “full” course and one author for a “half” course. It might also be possible to focus on the work of a “special author” not part of the following courses, such as Defoe, Fielding, Johnson, Austen, Yeats, etc. Prerequisite: some background in the close reading of literary texts and a general familiarity with the literature of the period; normally available in all three terms.

WIOX 334a English: Special Authors—The *Beowulf* Poet, Alfred, or Aelfric

WIOX 334b English: Special Authors—Chaucer, or Julian of Norwich, or the York Cycle

WIOX 334c English: Special Authors—Donne, Milton, or Marlowe

WIOX 334d English: Special Authors—Marvell, or Swift, or Lady Mary Wortley Montagu

WIOX 334e English: Special Authors—Wordsworth, or Fielding, or Hazlitt

WIOX 334f English: Special Authors—Tennyson, or Dickens, or Wilde

WIOX 334g English: Special Authors—Joyce, or T.S. Eliot, or Woolf

WIOX 334h English: Special Authors—Bishop, or Coetzee, or Stoppard

WIOX 335 English: Women’s Writing

Various aspects of writing by women from the early Middle Ages to present-day feminist theoretical writing. Students may focus on various topics, including notions of a female canon, autobiographies and letters as specific forms of women’s writing, American women’s writing, postcolonial women writers, feminist theoretical writing, etc. No prerequisite; normally available in all three terms.

WIOX 336 English: The History and Theory of Criticism

A broad survey of the history and function of criticism from the classical period to the present, with special attention paid to different schools of literary theory. Prerequisite: two courses in English at Williams; normally available in all three terms, only as a “full” course.

WIOX 350 History: General History (surveys)

The following courses offer general introductions to western history during specific time periods. Each is a separate entity, normally undertaken as a “full” course. There are no prerequisites for these courses and tutorials can generally be arranged for any of them in any term.

WIOX 350a General History, 285-476

WIOX 350b General History, 476-750

WIOX 350c General History, 700-900

WIOX 350d General History, 900-1122

WIOX 350e General History, 1122-1273

WIOX 350f General History, 1273-1409

WIOX 350g General History, 1409-1525

WIOX 350h General History, 1517-1618

WIOX 350i General History, 1618-1715

WIOX 350j General History, 1715-1799

WIOX 350k General History, 1799-1856

WIOX 350l General History, 1856-1914

WIOX 350m General History, 1914-1945

WIOX 350n General History, 1941-1973

WIOX 351 History of the British Isles (surveys)

The following courses offer general introductions to the History of the British Isles, paying particular attention to the evolution and development of Britain as a nation and to the major political, social, and economic trends that have shaped the course of the nation’s development. Each course is a separate entity and is normally undertaken as a “full” course. There are no prerequisites for these courses and while lectures are normally delivered in Michaelmas Term, tutorials can generally be arranged for any of them in any term. Exeter has two Fellows who teach British history and are often available to teach WIOX 351b, 351c, and 351d.

- WIOX 351a History of the British Isles, c.300-1087
WIOX 351b History of the British Isles, 1042-1330
WIOX 351c History of the British Isles, 1330-1550
WIOX 351d History of the British Isles, 1500-1700
WIOX 351e History of the British Isles, 1685-1830
WIOX 351f History of the British Isles, 1815-1924
WIOX 351g History of the British Isles, since 1900

WIOX 352 History: British Economic and Social History, 1700-1870

The transformations of Britain's society and economy during the industrial revolution; the causes and nature of industrialization, urbanization, and economic modernization; the various social dislocations associated with economic change; and the changing economic, administrative, and social discourses which helped reshape Britain's economic relations and social institutions. Prerequisites: Economics 110 and 120. Lectures: HT. Tutorials: HT.

WIOX 353 History: Imperialism and Nationalism, 1830-1980

Analysis of the European and extra-European foundations of empire in the light of existing theories of imperialism and 'orientalism'; study of the overseas expansion of the European powers; theories of collaboration and resistance; the theory and practice of anti-imperial nationalism and decolonization. Lectures: HT. Tutorials: HT or TT.

WIOX 354 History: Intellect and Culture in Victorian Britain

The ideas and culture of the Victorians with reference to their analytical content and social context. Topics covered range from progress and faith, through natural and social science, to fine art and gender. Lectures: HT. Tutorials: HT or TT.

WIOX 355 History: Nationalism, Politics and Culture in Ireland, c.1870-1921

Events and ideas in Ireland from the Home Rule era to the Anglo-Irish Treaty, stressing themes and nationalist rhetoric as much as the actual events that led to Home Rule. Lectures: MT. Tutorials: HT or TT.

WIOX 356 History: A Comparative History of the First World War, 1914-1920

Comprehensive survey of the events of the First World War which relates the spheres of political, economic, social, and military history in the various combatant nations; battles and strategy; cultural responses to the war; the aftermath of the conflict. Lectures: HT. Tutorials: HT or TT.

WIOX 357 History: The Arab World, 1914-1960

Impact of the First World War on the Ottoman Empire; break-up of the Empire and establishment of new nations and European protectorates; Arab nationalism and the rise of the modern Arab nation state. Tutorials: any term.

WIOX 358 History: India, 1916-1934: Indigenous Politics and Imperial Control

The rise of the Indian independence movement; Civil Disobedience; the Congress Party and the career of Mahatma Gandhi. Lectures: MT. Tutorials: any term.

WIOX 361 Philosophy: The History of Philosophy from Descartes to Kant

A consideration of the main philosophical ideas of the period, focusing in particular on the work of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. No prerequisites. Lectures: MT and HT. Tutorials: any term.

WIOX 362 Philosophy: Knowledge and Reality

Knowledge and justification; perception; memory; induction; other minds; a priori knowledge; necessity and possibility; reference; truth; facts and propositions; definition; existence; identity; substances, change, events; properties; causation; space; time; essence; realism and idealism; primary and secondary qualities. No prerequisites. Lectures: MT and HT. Tutorials: any term.

WIOX 363 Philosophy: Ethics

Ethical concepts (obligation, goodness, virtue); objectivity and the explanation of value beliefs; moral psychology; freedom and responsibility; consequentialism and deontology; self-interest, prudence, and amorality; rights, justice, and equality; Kant; happiness, welfare, and a life worth living. No prerequisites. Lectures: MT and HT. Tutorials: any term.

WIOX 364 Philosophy: Philosophy of Mind

The nature of persons; the relation of mind and body; self-knowledge; knowledge of other persons; consciousness; perception; memory; imagination; thinking; belief; feeling and emotion; desire; action; subconscious and unconscious mental processes. Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: MT and HT. Tutorials: any term.

WIOX 365 Philosophy: Philosophy of Science and Social Sciences

A) The nature of theories; scientific observation and method; scientific explanation; the interpretation of laws and probability; rationality and scientific change; major schools of philosophy of science. B) Social meaning; individualism; rationality; rational choice theory; the explanation of social action; prediction and explanation in economics; historical explanation; ideology. Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: HT. Tutorials: HT or TT.

WIOX 366 Philosophy: Philosophy of Religion

An examination of claims about the existence of God, and God's relation to the world; their meaning, the possibility of their truth, and the kind of justification which can or needs to be provided for them; the philosophical problems raised by the existence of different religions. Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: MT. Tutorials: any term.

WIOX 367 Philosophy: Philosophy of Logic and Language

Topics will include meaning, truth, logical form, necessity, existence, entailment, proper and general names, pronouns, definite descriptions, intensional contexts, adjectives and nominalization, adverbs, metaphor, and pragmatics. Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: HT. Tutorials: HT or TT.

WIOX 368 Philosophy: Theory of Politics

The critical study of political values and of the concepts used in political analysis: the concept of the political; power, authority, and related concepts; the state; law; liberty and rights; justice and equality; public interest and common good; democracy and representation; political obligation and civil disobedience; ideology; liberalism, socialism, and conservatism. Prerequisites: Philosophy 101 or WIOX 363. Lectures: MT and HT. Tutorials: any term.

WIOX 369 Philosophy: Aesthetics and the Philosophy of Criticism

The nature of aesthetic value; the definition of art; art, society, and morality; metaphor; criticism and interpretation; expression; pictorial representation. Focus on the principal authorities on the subject, including Plato, Aristotle, Hume, Kant. Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: HT. Tutorials: HT or TT.

WIOX 370 Philosophy: Post-Kantian Philosophy

The main developments of philosophy in Continental Europe after Kant, excluding Marxism and analytical philosophy. Students choose to focus on one or more of the following philosophers: Hegel, Schopenhauer, Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty. Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: all three terms. Tutorials: any term.

WIOX 371 British Politics and Government in the Twentieth Century

British politics (including major domestic political crises, ideologies and political issues) and the evolution of the British political and constitutional system (including elections and the electoral system, political parties, parliament, the cabinet system, and machinery of government) in the twentieth century. Lectures: all three terms. Tutorials: any term.

WIOX 372 Political Science: Comparative Government

Party and electoral systems; forms of government and the allocation of power between institutions; the political executive; the roles of legislatures; the structure and political power of bureaucracy; public policy-making; judicial review; regime transformation, civil-military relations; democratization. Lectures: MT and HT. Tutorials: any term.

WIOX 373 Political Science: Government and Politics in Western Europe

Comparative focus on governmental structures and political processes in at least three Western European nations, normally France, Germany, and Italy. Lectures: MT. Tutorials: any term.

WIOX 374 Political Science: Russian Government and Politics

The government and politics of the Soviet Union (especially 1953-1991) and of post-Soviet Russia, focusing on the changing relationships between political institutions and on the process of political transformation. Topics include: political leadership; ideology and political culture; the national question and federalism; the relationship between economic and political power. Lectures: HT and TT. Tutorials: HT and TT.

WIOX 375 Political Science: The Political Economy of the European Union

The history and development of the institutions of European integration since the 1950s; the structure and power of the Council, the Commission, and the Parliament; growth and expansion into Eastern Europe; monetary integration and the advent of the Euro; future prospects. Tutorials: any term.

WIOX 376 Political Science: Classical Political Thought

A critical study of the classical political theorists, including Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, and Hume. Lectures: MT and HT. Tutorials: any term.

WIOX 377 Political Science: Foundations of Modern Social and Political Thought

A critical study of modern social and political theorists, including Bentham, Mill, Hegel, Saint-Simon, Tocqueville, Marx, Weber, and Durkheim. Lectures: MT and HT. Tutorials: any term.

WIOX 378 Political Science: International Relations

The principal theories, concepts and institutions of international relations. Topics include: law and norms, order, self-determination, security, war and conflict resolution, foreign-policy analysis, international political economy, regional integration, and international institutions. Lectures: all terms. Tutorials: any term.

WIOX 379 Political Science: International Relations in the Era of the Cold War

The relations among the major powers, 1945-85, including domestic and external factors shaping foreign policy: the origins and course of the Cold War; East-West relations in Europe; the external relations of

China and Japan, especially with the USA and USSR; decolonization; conflict in the developing world. Lectures: MT and HT. Tutorials: any term.

WIOX 380 Political Science: Modern British Government and Politics

A study of the structure, powers, and operations of modern British government: the Crown, Ministers, Parliament, elections, parties and pressure groups, the legislative process; Government departments, agencies and regulatory bodies; local authorities; administrative jurisdiction. Lectures: all three terms. Tutorials: any term. Prerequisite: WIOX 371 or an equivalent course.

WIOX 381 Psychology: Developmental Psychology

Psychological development: the biological and physiological, environmental and hereditary influences which affect development in humans; evidence from comparative studies; development of intelligence and personality; sex differences; developmental aspects of perceptual and cognitive processes. Prerequisite: Psychology 101. Lectures: MT and TT. Tutorials: TT recommended.

WIOX 382 Psychology: Social Psychology

The biological and cultural background to social behaviour; comparison of animal and human social behaviour; communication and social interaction; behaviour in organizations; social relationships and exchange processes; cognitive social psychology. Prerequisite: Psychology 101. Lectures: MT. Tutorials: MT recommended.

WIOX 383 Psychology: Individual Differences

Origins and development of differences in human abilities, personalities, and attributes; their analysis, measurement, and understanding. Prerequisite: Psychology 101. Lectures: MT and HT. Tutorials: HT recommended.

WIOX 384 Psychology: Psychological Disorders

The “abnormal” nature of abnormal behaviour; theories and classifications of abnormal behaviour; causes and treatment. Prerequisite: Psychology 101. Lectures: HT. Tutorials: HT recommended.

WIOX 390 Specially Arranged Subjects

Specially arranged tutorial courses in some subject areas other than those covered by the WIOX 311-384 courses might also be possible. A WIOX 390 is not simply what would be called an “independent study” course at Williams. Rather, a WIOX 390 is normally a “paper” (course) that is regularly offered at Oxford as either a required or optional part of the degree in various subjects. For a list of all the “papers” that make up the degree requirements in various disciplines, students should consult the *University of Oxford Examination Regulations*, a recent copy of which can be found in the Dean’s Office. Important guidelines for how to make sense of this complex and weighty tome (the equivalent of the *Williams College Bulletin*) are available from the Dean’s Office and also from the director. It is easier to find tutors for a WIOX 390 in some fields (Classics, English, History, Philosophy, Theology, etc.) than in others (Psychology, the natural sciences, etc) and students should realize that it is not always possible for the Programme to accommodate their requests.

A sample list of Specially Arranged Subjects (WIOX 390) staffed during the past three years is offered below. This list is not comprehensive. Furthermore, students who wish to undertake a WIOX 390 course are encouraged to consult the *Examination Regulations* rather than simply repeat what other students in the past have done.

390 Anthropology: South Asia—Caste and Hinduism
390 Archaeology: The Transformation of the Celtic World, 500 BC-AD 100
390 Art History: Egyptian Art, Architecture and Artefacts
390 Art History: Greek Vases
390 Art History: Art Under the Roman Empire, AD 14-337
390 Art History: Anglo-Saxon Archaeology of the Early Christian Period
390 Art Studio: Photography
390 Art Studio: Drawing I
390 Biology: Health and Disease
390 Chemistry: Organic Chemistry
390 Chemistry: Physical Chemistry
390 Chemistry: Solid State Chemistry
390 Classics: Latin Literature of the First Century BC
390 English: Creative Writing
390 German: The German Novel Since 1945
390 History: Roman History, 80 BC-AD 138
390 History: The Near East in the Age of Justinian and Muhammad, 527-c.700
390 History: The Carolingian Renaissance
390 History: War and Reconstruction: Ideas, Politics and Social Change
390 Law: Jurisprudence
390 Mathematics: Applied Analysis
390 Mathematics: Abstract Algebra
390 Mathematics: Number Theory

Williams-Exeter Programme at Oxford

390 Mathematics: Probability
390 Philosophy: Intermediate Philosophy of Physics
390 Philosophy: Frege, Russell, and Wittgenstein
390 Physics: Thermodynamics
390 Physics: Quantum Physics
390 Political Science: Questions in Tibetan History, Politics, and Culture
390 Political Science: British Foreign Relations
390 Psychology: Psychology of Religion
390 Religion: Christian Moral Reasoning
390 Religion: Selected Topics (Old Testament)—Prophecy
390 Religion: Theology and Ethics of the New Testament
390 Religion: Aquinas
390 Religion: Augustine
390 Religion: History and Theology of Western Christianity, 1500-1619
390 Religion: Christology from Kant to Troeltsch, 1789-1914
390 Sociology: Sociology of Industrial Societies
390 Sociology: Sociology of Religion

NON-CREDIT FOREIGN LANGUAGE STUDY

In addition to their regular tutorial courses, students may begin or continue the study of a wide range of foreign languages on a non-credit basis through a variety of arrangements available through the University as well as a number of other educational and cultural institutions in the city of Oxford. The Programme normally subsidizes such study.

STUDENT LIFE

By virtue of the fact that, while in Oxford, they are officially Visiting Students at the University—and full members of Exeter College—Williams students are offered every opportunity to become fully integrated into student life in Oxford. Both Exeter College and Oxford University are home to an exceptional variety of sports clubs, debating societies, interest groups, cultural organizations, and social activities, virtually all of which are available to Visiting Student members of the University. Students are encouraged to participate fully in the social life of Exeter College—to dine in Hall as often as they wish, to frequent the College bar, to use the College's athletic facilities, and to become members of the various College clubs and organizations. Furthermore, Williams students also have access to the University's athletic events, concerts, theatrical productions, museums, and libraries. All Williams students in Oxford are provided with membership in the Oxford Union, which, in addition to its debating activities and club rooms, possesses dining facilities and the largest lending library in the University.

At the Ephraim Williams House, all Williams students are housed in capacious double rooms and enjoy full access to the House's library, common rooms, laundry facilities, computer lab, and a large dining room, in which a weekly catered meal is served during the eight weeks of term. There are also a number of small kitchens in the House which students may use. All rooms are fully wired for high-speed internet access and are fully equipped with furnishings, bed linens, and a telephone. The grounds include a courtyard where basketball can be played, sheltered bike racks, barbecue facilities, and gardens. A number of student jobs are available during the academic year for students who wish to earn a little spending money by helping to maintain the facilities and organize Programme activities. Ephraim Williams House is a short bike or bus ride (or a twenty-minute walk) from Exeter College and the center of town, and is within easy walking distance of the University parks and the local shops, restaurants and banks of Summertown. The Programme will partially subsidize student bus passes or bicycle purchase or rental to facilitate travel around Oxford.

Before the academic year begins—at the end of September and in early October—ten days of orientation activities are scheduled. Students are expected to be in residence for all of these many activities, some of which take place in Ephraim Williams House, others at Exeter College. At this time students will become acquainted with the workings of the Programme, of Exeter College, and of the University, and will be familiarized with the rules and regulations they are expected to abide by during their residence in Oxford.

Throughout the academic year, provision will be made for trips to a number of sites of historical, cultural, or political interest. In the past these have included the Cotswolds, Stratford, Stonehenge, Bath, Wells, Warwick Castle, Blenheim Palace, and various sites of interest in London. Students will also be given the opportunity to attend a number of theatrical productions and other cultural events. Oxford's proximity to London gives students ready access to that city's multiple attractions and many resources. The Oxford-London train service is frequent and the journey takes just over an hour. The buses to London run even more regularly (and are cheaper), and the one-way journey takes about ninety minutes.

During the summer before students arrive in Oxford, they will receive a copy of the latest edition of *Ephs Among the Dreaming Spires*, which will further explain the perks, policies, and procedures of the Programme, the rules and regulations they are expected to follow, and tips for how best to enjoy a fulfilling year in and around Oxford.

Williams-Exeter Programme at Oxford, Williams-Mystic Maritime Studies Program

ILLNESS AND INSURANCE

Students must ensure they are covered either by the Williams College health insurance policy or by some other comprehensive health insurance plan (generally a family health insurance policy). While in Britain, students will be covered by the National Health Service (NHS) for routine visits at the Group Medical Practice used by Exeter College and for emergency hospital treatment. Prescription drugs are available through the NHS for a nominal fee. There are limited outpatient psychological counseling services available through the NHS and the Programme, although, as Visiting Students at the University, Williams students are entitled to make use of the University Counseling Centre. Any extensive or long-term counseling, however, would need to be covered by the student's personal health insurance policy. Finally, students are not likely to be covered under the NHS for medical services received in foreign countries, especially those countries that do not enjoy membership of the European Union.

FEES

The tuition and room fees paid by students on the Williams-Exeter Programme at Oxford are the same as those for a year spent in residence at Williams. Students are responsible for some of their own meals and for all of their personal expenses. They are also responsible for the cost of their air travel to and from Britain, although they may select to take the group flight to London arranged by the Programme at competitive rates. They are provided with three meals a day for the first four or five days in Oxford and with a weekly catered meal in Ephraim Williams House during the eight weeks of term. They may also eat breakfast, lunch, and/or dinner on any day of the week at Exeter. Students will not be charged the full Williams board fee during their year in Oxford, but they will pay a proportion of the board fee to help cover these costs. For planning purposes, students and their parents should expect the cost of a year on the Programme to be roughly the same as a year at Williams. Financial aid eligibility will be figured on the usual basis of tuition, fees, room, board, and personal and book expenses, as if the student were at Williams for the year. Similarly, the normal self-help contribution would be expected. Since the academic year ends later at Oxford than at Williams, the summer earning expectations for students for the following year will be reduced by one half and the difference will be made up by additional Williams aid.

APPLICATION

Admission to the Programme is on a competitive but flexible basis. Students must apply to the Dean's Office by the prescribed deadline (normally early in February) and, prior to applying, should consult with the chair of their major department. Any questions students might have about curricular offerings at Oxford can also be raised with the director of the Programme in Oxford. In addition to completing the formal application form, students can expect to be interviewed at Williams and will subsequently need to complete an application for Visiting Student status at Oxford University. All admissions to the Programme are subject to approval by Exeter College. Students can expect to be notified of acceptance before Spring Break. It is normally expected that they will have completed the College's distribution requirement by the end of their sophomore year. In making its decisions, the Admissions Committee of the Williams-Exeter Programme at Oxford University takes student GPA into account, expects all applicants to have demonstrated capacity for rigorous independent work and extensive essay writing, and looks favorably on those students whose intellectual maturity, curiosity and enthusiasm would best prepare them for a demanding course of study in Oxford. All applicants must identify two Williams faculty members who are willing to provide references. Because of the emphasis at Oxford on weekly written work for each tutorial course, at least one of those faculty members should be able to offer an assessment of the applicant's writing ability.

WILLIAMS-MYSTIC MARITIME STUDIES PROGRAM

Director, JAMES T. CARLTON

Faculty: JAMES T. CARLTON (Williams College), LISA GILBERT (Mystic Seaport), GLENN S. GORDINIER (University of Connecticut), CATHERINE ROBINSON HALL (Mystic Seaport), DANIEL BRAYTON (Middlebury College).

The Williams College-Mystic Seaport Maritime Studies Program offers students a unique opportunity to explore the ocean, to travel the Atlantic and Pacific Coasts, and to undertake original research of their own design in the humanities and sciences. A term at Williams-Mystic satisfies both a semester's credit and one winter study requirement, as well as intensive writing course credit. Four Williams courses are offered as an integrated, multidisciplinary curriculum in the semester-long program at Mystic Seaport, in Mystic, Connecticut: Maritime History, Literature of the Sea, Marine Policy, and either Marine Ecology or Oceanography (see the American Maritime Studies section in this catalog). Williams College faculty members serve as the Director and Marine Scientist. Travel includes an offshore voyage on the open ocean sailing aboard a tall ship, a seminar along the Pacific Coast, and the Mississippi River Delta field seminar, all of which are cross-disciplinary and inter-disciplinary exercises. Students live in historic, cooperative, coed houses at Mystic Seaport, the world's largest maritime museum, and have full access to world-class maritime collections, a maritime library, well-equipped laboratory, and diverse coastal habitats (where field research can be undertaken in a wide variety of environments, ranging from tidepools and salt marshes to sandy beaches and estuaries). Students also participate in maritime skills under professional instruction, with choices such as celestial navigation, music of the sea, boat building, or small boat handling and sail-

Williams-Mystic Maritime Studies Program, Williams in New York

ing. Williams-Mystic seeks candidates who are willing to try new things and work in a compelling academic environment. No sailing experience necessary, and all majors welcome—a typical semester at Williams-Mystic is represented by 12 to 14 different majors spanning the sciences and humanities. Sophomores, juniors, and seniors can attend. Participation in Williams-Mystic can also be used in partial fulfillment of the Maritime Studies Concentration at Williams. Interested students should contact Williams-Mystic at admissions@williamsmystic.org, call (860-572-5359), visit the website (williamsmystic.org), or obtain a Williams-Mystic catalog from the Dean's office. Applications are on the web and at the Dean's office.

MAST 201(FS) America and the Sea, 1600-Present (Same as History 352)(W)
(See under Maritime Studies for full description.)

MAST 211(FS) Oceanographic Processes (Same as Geosciences 210)
(See under Maritime Studies for full description.)

MAST 231T(FS) Literature of the Sea (Same as English 231T) (W)
(See under Maritime Studies for full description.)

MAST 311(FS) Marine Ecology (Same as Biology 231)
(See under Maritime Studies for full description.)

MAST 351(FS) Marine Policy (Same as Environmental Studies 351)
(See under Maritime Studies for full description.)

WILLIAMS IN NEW YORK

Director, Professor ROBERT JACKALL

Professors: BUCKY, JACKALL, KASINITZ.

Williams in New York is an experiential education program that combines immersion in fieldwork with traditional scholarship and contemplation. It aims to help students develop critical, reflective habits of mind to carry with them into the world of affairs. Moreover, it provides a forum to engage alumni and alumnae in the ongoing intellectual work of the College, a milieu to stoke the unbroken dialogue between generations of Williams men and women.

In fall 2005, the program will have eight students. Students will live on the top floor of the Williams Club at 24 East 39th Street, between Park and Madison avenues. Seminars will be held at the Graduate Center of the City University of New York at 365 Fifth Avenue, only a few minutes away from the Williams Club.

The curriculum for fall 2005 consists of the following four graded courses:

WNY 301T(F) Fieldwork in New York (W)

Each student will do 15 hours a week of intensive fieldwork in one of several organizations selected by the director. Commitments for field placements have already been obtained from:

- District Attorney of New York (DANY)
- New York City Department of Investigation
- New York City Department of Housing Preservation and Development
- ABC News Special Events
- Manhattan Institute
- Vera Institute of Justice
- The New York Sun
- School for Democracy and Leadership
- Women's Commission on Women and Children Refugees
- United States Attorney, Southern District of New York
- Dodgers Theatrical

The focus of each student's tutorial, including readings required, will match his or her fieldwork. Students will keep careful fieldwork notes and write several short papers about their work. Students will meet with the instructor every other week in pairs and every other week as a whole group to read, review, and discuss their respective fieldwork projects.

Format: tutorial/discussion seminar. Requirements: Six papers on fieldwork experiences during the semester. Full engagement in the discussion seminar.

Satisfies one semester of the Division II requirement.

Hour: TBA

JACKALL

WNY 303(F) Slow Motion Riot: The Social Life of the Metropolis

An exploration of the social life of New York, the distinctive, yet paradigmatic modern city. The course examines the emergence of New York City as an international center of business, finance, and culture, and as the main gateway to America for an ever-changing array of newcomers from all over the world. Special attention to the city's ethnic and racial tensions; the experiences of its new immigrants; its cleavages be-

tween wealth and poverty, celebrity and obscurity; its vibrant neighborhoods; and its always contested use of space. Readings include selections from: Jane Jacobs, *The Death and Life of Great American Cities*; Nathan Glazer and Daniel Patrick Moynihan, *Beyond the Melting Pot*; Marshall Berman, *All Things Solid Melt into Air*; E.B. White, *Here is New York*; Colson Whitehead, *The Colossus of New York*; Joshua Freeman, *Working Class New York*; Tyler Anbinder, *Five Points*; Min Zhou, *Chinatown*; William Kornblum, *At Sea in the City*; Mitchell Duneier, *Sidewalk*; Robert Jackall, *Wild Cowboys*; Philip Kasinitz et al *Becoming New Yorkers*; Nancy Lopez, *Hopeful Girls, Troubled Boys*; Robert C. Smith, *Mexican New York*; and Nancy Foner, *The Wounded City*.

Format: discussion/seminar. Requirements: full participation in the seminar, 12- to 15-page term paper.

Satisfies one semester of the Division II requirement.

Hour: TBA

KASINITZ

WNY 305(F) Craft and Consciousness

A sociological examination of how craft shapes consciousness. How and in what ways do work experiences shape habits of mind, sensibilities, moral rules-in-use, ways of seeing and knowing, images of our society, and world views? How do men and women in different occupations and professions establish criteria of validity and reliability to assess their work experiences? How do they develop and internalize rules for discernment that enable them to sort through multiple and always conflicting versions and representations of social reality? How do they make moral judgments on complex business, political, and social issues? How and with what results do common work experiences shape close-knit occupational communities in a great metropolis? The course will pay particular attention to the functionally interconnected but experientially disparate occupational worlds of New York City.

The course will host men and women from a wide range of occupations and professions—from police detectives to policy analysts, journalists, filmmakers, artists, educators, attorneys, corporate executives, and scientists—to discuss their work and work worlds with students. Several Williams alumni and alumnae will participate in the course.

Format: discussion/seminar. Requirements: full participation in the seminar, 12- to 15-page term paper.

Satisfies one semester of the Division II requirement.

Hour: TBA

JACKALL

WNY 307(F) Arts and the City

New York City, as the center of artistic production and consumption in the United States, provides unmatched opportunities for interrogating the place of the arts in modern society. Have technology, the market, and politics eroded the transcendent quality of the arts? The marketplace is the arena for the production and distribution of popular art. But have high art forms also been turned into commodities by market forces? How have arts activities strayed from their origins by crossing disciplinary boundaries? What is the role of the technologies of the last fifty years in supplanting, altering, or fusing with artistic creation?

New York is a unique laboratory in which to test the fundamental dichotomies embodied in the city's artistic life: elitist/democratic, traditional/avant-garde, high art/popular art, aesthetic/political, globalized/local, film/live theatre. This course grapples with such issues in a pragmatic rather than theoretical manner. In order to confront the ideas in assigned readings, students will attend performances of theatre, opera, and dance; attend concerts; and visit museums and other cultural institutions as models for discussion and analysis. Practicing artists and entrepreneurs in the arts will meet the class in order to provoke discussion of their activities and perspectives.

Format: discussion/seminar. Requirements: full and lively participation in the seminar and its cultural activities, final oral report.

Satisfies one semester of the Division I requirement.

Hour: TBA

BUCKY

WINTER STUDY PROGRAM

REMINDERS ABOUT WSP REGISTRATION

All students who will be on campus during the 2005-2006 academic year must register for WSP. Registration will take place in the early part of fall semester. If you are registered for a senior thesis in the fall which must be continued through Winter Study by departmental rules, you will be registered for your Winter Study Project automatically. *In every other case, you must complete registration.* First-year students are required to participate in a Winter Study that will take place on campus; they are not allowed to do 99's.

Even if you plan to take a 99, or the instructor of your first choice accepts you during the registration period, there are many things that can happen between registration and the beginning of Winter Study to upset your first choice, so you must list five choices. You should try to make one of your choices a project with a larger enrollment, not that it will guarantee you a project, but it will increase your chances.

If you think your time may be restricted in any way (ski meets, interviews, etc.), clear these restrictions with the instructor *before* signing up for his/her project.

Remember, for cross-listed projects, you should sign up for the subject you want to appear on your record.

For many beginning language courses, you are required to take the WSP Sustaining Program *in addition* to your regular project. You will be automatically enrolled in this Sustaining Program, *so no one should list this as a choice.*

The grade of honors is reserved for outstanding or exceptional work. Individual instructors may specify minimum standards for the grade, but normally, fewer than one out of ten students will qualify. A grade of pass means the student has performed satisfactorily. A grade of perfunctory pass signifies that a student's work has been significantly lacking but is just adequate to deserve a pass.

If you have any questions about a project, see the instructor *before* you register.

Finally, all work for WSP must be completed and submitted to the instructor no later than Thursday, January 26th. *Only the Dean can grant an extension beyond this date.*

WINTER STUDY 99'S

Sophomores, juniors and seniors are eligible to propose "99's," independent projects arranged with faculty sponsors, conducted in lieu of regular Winter Study courses. Perhaps you have encountered an interesting idea in one of your courses which you would like to study in more depth, or you may have an interest not covered in the regular curriculum. In recent years students have undertaken in-depth studies of particular literary works, interned in government offices, assisted in foreign and domestic medical clinics, conducted field work in economics in developing countries, and given performances illustrating the history of American dance. Although some 99's involve travel away from campus, there are many opportunities to pursue intellectual or artistic goals here in Williamstown.

99 forms are available online:

<http://www.williams.edu/Registrar/winterstudy/99direct.html>

The deadline for submitting the proposals to faculty sponsors is Thursday, 29 September.

AFRICAN-AMERICAN STUDIES

AAS 30 Senior Project

To be taken by students registered for Afro-American Studies 491 who are candidates for honors.

AMERICAN STUDIES

AMST 11 Arabs on Atlantic Avenue: Arab-American Communities, Literature and Art (Same as English 24 and French 11)

(See under Romance Languages—French for full description.)

AMST 12 Asian Pacific American Creative Writing: From Yarn Wigs to Persimmons

Begin your year with a creative jump-start. We will look at the broad tapestry to which the label "Asian Pacific American poetry" is applied and read from a wide range of writings, from the raucous, colloquial works of Lois-Ann Yamanaka to the spare, devotional poems of Li-Young Lee. Using the readings as springboards, we will challenge ourselves with writing assignments, in class and out. We will look both to the page and (via audio, video, and, schedules permitting, live presentations by visiting poets) stage. We will write furiously and, with any luck, fearlessly. No prior cultural or creative experience necessary.

Winter Study Program

Students will be required to submit both critical and creative responses (totalling 8 pages) to the readings, present a poem from memory, and participate in class discussions.

Enrollment limit: 15.

Cost to student: approximately \$40 for materials.

Meeting time: Tuesday and Thursday, 1-3:50 p.m.

BARBARA TRAN (Instructor)
WONG (Sponsor)

Barbara Tran, author of *In the Mynah Bird's Own Words* and coeditor of *Watermark: Vietnamese American Poetry and Prose*, is a Pushcart Prize-winning poet. She received her M.F.A. from Columbia University.

AMST 15 Contemporary American Songwriting (Same as Music 17)

This course will focus on learning how to write and perform songs in a contemporary style. Topics addressed will include song structure, how to create a lyric that communicates, vocal and instrument presentation, performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course.

To successfully pass this course, students are required to create, edit, perform and possibly record two original songs. These songs must be conceived during the course period (in other words, previously written material is not usable.) Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and all officially scheduled events is mandatory and crucial. Also, a short writing assignment will be passed in on the last day of class.

No prerequisites. Students with a musical background and the ability to play an instrument may be given preference, but anyone interested is encouraged to register. (Bernice.Lewis@williams.edu).

Enrollment limit: 15.

Cost to student: \$75 for books and xeroxing costs.

Meeting time: mornings, Tuesday, Wednesday and Thursday for two-hour sessions.

BERNICE LEWIS (Instructor)
WONG (Sponsor)

Bernice Lewis is an accomplished singer and songwriter who has performed her work throughout the country. She lives in Williamstown and has released five recordings of original material.

AMST 30 Senior Honors Project

To be taken by students registered for American Studies 491 or 492.

ANTHROPOLOGY AND SOCIOLOGY

ANSO 11 Berkshire Farm Center Internship

A field placement at Berkshire Farm Center and Services for Youth in Canaan, New York. Berkshire Farm Center is a residential treatment facility for troubled, at-risk adolescent boys who have been remanded to the Farm by the Family Court. These youths come primarily from lower socio-economic strata, are very ethnically diverse, and hail from both urban and rural areas throughout New York State. The problems that they bring to Berkshire Farm are multiple. These include: the psychological scars of dysfunctional families, including those of physical, emotional, and sexual abuse; chemical dependency; juvenile delinquency; inability to function in school settings; and various other issues. Residential treatment is a multi-modal approach that includes anger-replacement training, social skills training, and behavioral modification.

Williams students will commute to Berkshire Farm and work under supervision in one of the following areas: school, cottage life, chemical dependency unit, research, recreation, performing arts, or in individual tutoring.

Requirements: students will keep a journal reflecting on their experiences, and a weekly seminar with the instructor will draw on service learning experience. Students will also be required to submit a final 10-page paper at the end of the course.

Prerequisites: YOU MUST HAVE A TELEPHONE INTERVIEW WITH THE INSTRUCTOR who can be reached at 518-781-4567 ext. 322. *Enrollment limit: 15.* Please note: all queries about this course should be directed to the instructor.

Cost to student: none.

Meeting times to be arranged.

LARI BRANDSTEIN (Instructor)
NOLAN (Sponsor)

Lari Brandstein is Director of Volunteer Services at Berkshire Farm Center and Services for Youth.

Winter Study Program

ANS0 12 Children and the Courts: Internship in the Crisis in Child Abuse

The incidence of reported child abuse and neglect has reached epidemic proportions and shows no signs of decreasing. Preventive and prophylactic social programs, court intervention, and legislative mandates have not successfully addressed this crisis. This course allows students to observe the Massachusetts Department of Social Services attorney in courtroom proceedings related to the care and protection of children. Students will have access to Department records for purposes of analysis and will also work with social workers who will provide a clinical perspective on the legal cases under study. The class will meet regularly to discuss court proceedings, assigned readings, and the students' interactions with local human services agencies. Access to an automobile is desirable but not required; some transportation will be provided as part of the course.

Requirements: full participation, a journal, and a 10-page paper to be submitted at the end of the course.

Enrollment limit: 15. Please note: all queries about this course must be directed to the instructor, Judge Locke (phone messages may be left at 458-4833).

Cost to student: \$25 for books and photocopies.

Meeting time: TBA.

JUDITH LOCKE (Instructor)
M. F. BROWN (Sponsor)

Judith Locke is Associate Justice of the Juvenile Court, Commonwealth of Massachusetts.

ANSO 13 History and Cinema in Eastern Europe

How can history and identity be represented in film? By watching and analyzing films of different genres, time periods, and cinematographic traditions, the students learn not only to relate the film to its cultural context, but also to assess visual and narrative devices that the film employs. This course focuses specifically on Eastern European films, where the questions of ideological representation dominated the agenda, while rules of the market hardly mattered. The students are invited to explore different modes of historical representations, as well as the compositional, narrative and visual devices, including the questions of genre conventions and different generational and national (regional) identities of the film makers, including early Soviet avant-garde, Czech new wave, Balkan cinema.

Along with films, the readings related to the topic will be assigned to accompany the discussion. As there is no single textbook which would fit the objectives of the course, the reading package with selected articles and extracts from monographs will be offered to students. The tapes will be placed on reserve in the college library for additional viewing. The readings come from the field of history, cultural studies, film studies, etc. and provide both methodological and factual information about the problems posed. Along with short extracts on the historical films the students will view the following full films: *October* (Soviet Union, Sergie Eisenstein, 1927), *Ashes and Diamonds* (Poland, Andrzej Wajda, 1958), *Fireman's Ball* (Czechoslovakia, Milos Forman, 1967), *My 20th Century* (Hungary, Il-diko Enyedi, 1989), *The Color of Pomegranates* (Soviet Union/Armenia, Paradjanov, 1970), and *Underground* (Yugoslavia, Emir Kusturica, 1995).

Evaluation will be based on class participation and a final 10-page essay, elaborating the relationship between film and history, referring to the material and themes discussed in the class.

No prerequisites. *Enrollment limit:* 20.

Cost to student: nominal fee for reading packet.

Meeting time: mornings, Tuesday and Thursday, 10 a.m.-12:50 p.m.

OKSANA SARKISOVA (Instructor)
SHEVCHENKO (Sponsor)

Oksana Sarkisova holds a Ph.D. in History from Central European University. She is currently working as a Visual Archivist at the Open Society Archives at Central European University in Budapest, and a Program Director for Version/Verzió, The Human Rights Documentary Film Festival.

ANTHROPOLOGY

ANTH 31 Senior Thesis

To be taken by students registered for Anthropology 493-494.

SOCIOLOGY

SOC 31 Senior Thesis

To be taken by students registered for Sociology 493-494.

ART

ART HISTORY

ARTH 10 Inventing Joan of Arc: The History of a Heroine in Pictures and Film

Joan of Arc (known during her own lifetime most commonly as Jeanne “la Pucelle”, or Joan “the Maid”) was one of the most dynamic and yet enigmatic personalities of the European Middle Ages. Born into a peasant family in the French border province of Lorraine in 1412, she gained control of an army, won brilliant military victories, crowned a king, and was burnt at the stake as a heretic, all before her twentieth birthday. Triply marginalized by gender, age, and socio-economic status, she nonetheless managed to shake the Church and State establishments to their very core. But who was Joan of Arc? Nationalist martyr? Pioneer feminist? Champion of the people? Instrument of God’s grace? Victim of post-traumatic stress disorder? Over the centuries since her death, artists—and not just politicians and scholars—have attempted to answer this question, creating myriad visions of la Pucelle under the influence of an ever-changing lens of contemporary tastes and concerns. Through readings and discussion, this course will survey the history of representations of Joan of Arc in painting, prints, sculpture, and film, from the time of her death to the present.

Enrollment limit: 15.

Cost to student : \$40.

Meeting time: afternoons.

LOW

ARTH 15 Materials of the Artist: Uncovering Fakes and Forgeries (Same as ArtS 15 and Chemistry 15)

(See under Chemistry for full description.)

ARTH 24 Sarah Bernhardt in New York

This course focuses on a major exhibition, “Sarah Bernhardt: The Art of High Drama,” that will be on view at The Jewish Museum (92nd/5th) in New York City from December 2, 2005 to April 2, 2006. This multi-media exhibition of 250 objects (paintings, sculpture, drawings, vintage photographs and posters, costumes, jewelry, film, sound recordings), curated by Carol Ockman and Kenneth E. Silver, Chair and Professor of Art History at New York University, focuses on Bernhardt as the first celebrity actress. In fact, it demonstrates that she established the template for all stars to come. The exhibition brings attention to Bernhardt’s involvement with new forms of popular entertainment (boulevard theaters, vaudeville, etc.) and new technologies (photography, film, and sound recording), thus modifying the standard interpretation of Bernhardt as principally a great, classical tragedienne.

“Sarah Bernhardt in New York” constitutes an unprecedented opportunity to learn about an exhibition from soup to nuts: to study the objects, installation, and catalogue, as well as to experience related programming. In addition, students will visit important temporary exhibitions and permanent collections around the city with an eye to assessing how they create narratives through the choice of objects and their installation.

In consultation with the instructor, each student will choose a particular exhibition or collection about which to research and write a 10-page paper.

The course will be offered in New York City where students will reside at the Williams Club from January 3 to January 26.

Enrollment limit: 4.

Cost per student: \$1300 (includes lodging and full breakfast; \$20 per diem; metro card for in-city transportation; evening at theatre; museum admission when accompanied by instructor, and required text). *This course is not defined as a “trip” for financial aid purposes. The maximum reimbursement to financial aid students is \$500. Not open to first-year students.*

OCKMAN

ARTH 25 The Birth of the Modern: Art and Music in Vienna

Back at the turn into the last century, Vienna was one of the primary centers for ground-breaking innovations in art, architecture and music (and also the time and place where Freud defined psychoanalysis.) Using the rich repositories of that culture in the museums and concert halls of present-day Vienna, we will explore the artists who introduced “modernism” and analyze the particular qualities that set them apart from the norm. Our course will begin with a visit to Vienna’s major museum of fine art, the Kunsthistorisches Museum, to view a special exhibition of the great 19th-century Spanish artist, Goya. The exhibition, called “Goya: The Prophet of the Modern,” will be our starting point in discussing the concept of “Modernism” as it was defined in the early 20th century. What was “modern” about Goya and do these qualities apply to the ways avant-garde Austrian artists reenvisioned painting and restructured music? In particular we want to study the works of Schoenberg, Berg and Webern in music; Kokoshka, Schiele, and Klimt in painting; Hofmann and Moser in design; and Otto Wagner and Adolf Loos in architecture.

The class will visit the sites of modern murals, paintings and decorative arts (The Museum für Angewandte Kunst; The Belvedere Palace; The Secession building; The Leopold Museum). For the music, we will study scores and recordings at the Schoenberg Center in Vienna, the repository of all the com-

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poser's manuscripts and recordings, as well as those of his pupils, Berg and Webern (and, additionally, the Center is the place where we can study Schoenberg's Expressionist paintings, so important that Kandinsky included them in a seminal exhibition of German Expressionist art in 1910.)

In various excursions to villas and churches and walks around town, we'll explore the contributions to architecture made by Otto Wagner and the audacious Adolf Loos. Comparing the confectionary architecture of the Habsburg Palace to the Loos "House without Eyebrows" across from it, might alone give you the essence of the revolutionary quality of the Viennese avant-garde.

Each student will be expected to develop enough expertise about a given artist that they can lead the class when we visit galleries and architectural sites.

Proposed budget: about \$2250.

Enrollment limit: 10.

E. GRUDIN and YOSSEI GUTMANN

Professor Yossi Gutmann is the artistic director of the Vienna Chamber Music Society and the founder of the Stradivari Sextet. He plays the Gibson Stradivarius viola and teaches viola at the Haydn Conservatory in Eisenstadt, Austria and is Professor of Chamber Music at the Academy of Art and Music in Graz, Austria.

ARTH 31 Senior Thesis

To be taken by students registered for ArH 493, 494.

ARTH 33 Honors Independent Study

To be taken by candidates for honors by the independent study route.

ART STUDIO

ARTS 11 Drawing Life

Drawing live things is different than drawing dead things since live things tend to move. Together, we will use charcoal, pencil and ink to draw live models, clothed and nude, plants and animals and shoppers in action at the Berkshire Mall. "Drawing Life" will meet for nine hours a week in the Spencer Studio art building and occasionally wander out into the campus and community with sketchbooks. Beginning and advanced students are welcome, since the small class size allows for personalized instruction.

Evaluation is based on successful in-class projects and weekly homework.

No prerequisites. *Enrollment limit: 12.* Since most drawing classes give priority to first years, this class will reverse the order and accept seniors first, then juniors, sophomores and first years.

Meeting times : Monday, Tuesday and Wednesday afternoons.

Lab fee: \$100.

GLIER

ARTS 12 Picture Book Illustration (Same as Biology 12)

(See under Biology for full description.)

ARTS 13 Video Art Production

This is a studio seminar exploring various approaches to Video Art. Students will investigate and interrogate some of the theoretical, aesthetic, and practical issues of Video Art. This is primarily a studio workshop that will focus on vocabulary building in the studio and with software, with screenings and some supplemental reading, but most of our effort will be put toward each student making two final pieces to show at the end of Winter Study.

Evaluation will be based on participation and assignments.

Prerequisites are either one art course, some experience with video production, or excitement about working with video art. *Enrollment limit: 10.*

Cost will be \$50 lab fee, plus other minor costs depending on specifics of project.

Meeting time: three mornings a week for 2 hours with field trips and extra lab time scheduled as necessary.

DAVID LACHMAN, (Instructor)
L. JOHNSON (Sponsor)

David Lachman is an artist exploring questions of consciousness, and the role of the artist and viewer in creating meaning. He has a B.A. from Oberlin College and an M.F.A. from Northwestern University.

ARTS 14 Noir and Neo Noir

This course will combine film studies and video production to investigate film noir and its legacies. The course will begin with the study of crime movies of the 1940's and 50's like *The Maltese Falcon*, *Detour*, *Double Indemnity*, *Kiss Me Deadly*, *Sunset Boulevard*, *The Third Man*, *Out of the Past*, *The Hitch-hiker*, *No Way Out*, *Gilda*, *The Postman Always Rings Twice*, *The Big Sleep*, *Gun Crazy*, *Night of the Hunter*, *Touch of Evil*, and other films, and will explore their impact in more recent contributions to the genre, ranging from *Chinatown* and *Serpico* to *LA Confidential*, *Mulholland Drive*, *Bound*, *Devil in a Blue Dress*, *Pulp Fiction*, *The Usual Suspects*, *Femme Fatale*, and *The Deep End*. Readings in film history and criticism will help us to consider the films using a range of methods: How do the

films emerge in a historical period from a genre of pulp fiction? How do the films use language and visual style to produce their fictional world? What are the narrative functions of the obsessions, repressions, alienations, and femmes fatales that lurk in the criminal underbelly of the nation, and how might these stories be seen to stage certain crises of masculinity? How do the films produce and reproduce ideas about urban (and sometimes non-urban) spaces? How do the films reproduce and/or shift American thinking about racial and ethnic cultures, particularly in films like *Touch of Evil*, *Miller's Crossing*, *Caught*, *Devil in a Blue Dress*, and *Pulp Fiction*? How do stars function in the films, ranging from Barbara Stanwick or Robert Mitchum to Tilda Swinton or Denzel Washington?

In response to these inquiries, students will produce two one-minute videos, two 1-page papers, two short scripts, and one final 5-minute video. Each assignment will be a response to issues, themes, visual forms, and narrative strategies raised by the films and critical readings.

No prerequisites. *Enrollment limit:* 12.

Lab fee: \$125.

Meeting time: 1-4 p.m., Tuesday and Wednesday, plus 3-8 hours/week of scheduled screenings and 1/2 hour scheduled individual editing lab sections.

L. JOHNSON

ARTS 15 Materials of the Artist: Uncovering Fakes and Forgeries (Same as ArTH 15 and Chemistry 15)

(See under Chemistry for full description.)

ARTS 16 Glass and Glassblowing (Same as Chemistry 16)

(See under Chemistry for full description.)

ARTS 17 Painting: Mythological Landscape and Imagery of Ancient Greece

This course will use the imagery of landscape, mythology and the natural world associated with ancient Greece as a source for painting. Students will research an area of interest or topic related to ancient Greece and compile and gather images and ideas that will be incorporated into a painting or series of paintings.

Students will be evaluated on the basis of regular attendance and completion of their work. Students will be expected to spend considerable time outside of class researching their subject and gathering imagery. Students will also find it necessary to spend additional studio time, outside of scheduled class time, in order to explore, experiment and create strong work. Technical aspects of painting will be addressed as needed.

No prerequisites. *Enrollment limit:* 15.

Cost to student: \$150 for materials.

Meeting time: mornings.

JOHN RECCO (Instructor)
GLIER (Sponsor)

John Recco lives and works in Hoosick, NY. and has exhibited in New York, Boston and throughout the Northeast and is currently represented by the Katharina Rich Perlow Gallery in New York. He has taught at Bennington College, Marlboro College and Williams College and has been a visiting artist at a number of institutions. In 2004 he received a Fulbright to conduct research and paint at various temple sites throughout Greece.

ARTS 18 A House in a Box

This is a home design course. Each student will design a house to be built within a 6-meter cube (20 feet). There will be several exercises in which the students will present solutions restricted to the 6 meter limits as well as solutions which could use limited outward expansions for balconies, bay windows or actual second floor room enlargements.

The students will design the entire living space, including all furniture (volume, size, functionality). The main design purpose is to get away from the limitations of a floor plan, a two-dimensional-projection approach to design. The conception of the living spaces will focus on multi-level occupancy, highly ergonomic built-in furniture and differences of ceiling heights. Special emphasis will be given to tri-dimensional layer-occupancy design, as it is done in airplane restrooms (and customarily in product design, as can be seen inside the CPU cabinet of a personal computer).

Due to the familiarity of the themes involved (living in enclosed spaces, personal spatial needs, human behavior) and to specific exercises, the students will develop their own data sheets with information on human dimensions, furniture sizes, hand reaching curves, shelving heights.

Final presentation will be a 1:20 scale model of the house, assembled in such a way as to permit internal viewing. Drawings, sketches and partial (cut) models can also be included.

This is not a course limited to students in pre-architecture programs or even restricted to art majors. The exploration exercises will give each student enough information to produce a good design solution. Although previous studio training and personal drawing talent will help students with their final presentation, the lack of either (or even both) will not be an impairment to good course performance. This is a CONCEPT DESIGN course. Presentation model and drawings are just the means of present-

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ing the concepts and solutions. There will be no emphasis on the artistic expression or graphic qualities of those items.

Enrollment limit: 15.

Cost to student : \$80.

Meeting time: mornings, three hours (depending on class size) on a daily basis. It is expected that each students will work an average of 100 hours, including class time.

RAUL NOBRE MARTINS (Instructor)
GLIER (Sponsor)

Raul Martins is an architect based in Salvador, Brazil whose work includes high-density low-rise, low-income housing complexes. He is presently working in new housing developments. Other professional interests include urban policy, architecture history and preservation. He presently serves as Secretary General for the Instituto dos Arquitetos do Brasil, Departamento da Bahia—the Brazilian equivalent of the AIA).

ARTS 19 Pinhole Photography

Pinhole Photography offers to the beginner and the seasoned photographer alike an entry way into a unique way of viewing the world. Ordinary colors and shapes are transformed. The cameras themselves can be anything from a shoe box to a paint bucket. The sky is the limit as to where pinhole photography can take you.

Students will be evaluated on their efforts with building their own pinhole camera. They will be given instruction as to how to drill a pin hole to the correct size as dictated by their container. They will also learn the darkroom process for they will be making their own prints, which will be displayed at the end of winter study

No prerequisites. *Enrollment limit:* 10.

Lab fee: \$50 to cover materials.

Meeting time: mornings, twice a week for 3 hours with optional labs in the afternoon.

SALAZAR (Instructor)
GLIER (Sponsor)

Anthony Salazar is an artist who uses photography as his medium. He earned his B.A. and his M.F.A. from Hunter College in New York City. He taught at Hamilton College before coming to Williams, where he is the Photo technician for the department.

ARTS 33 Honors Independent Project

Independent study to be taken by candidates for honors in Art Studio.

ASIAN STUDIES

ASST 31 Senior Thesis

To be taken by all students who are candidates for honors in Asian Studies.

CHINESE

CHIN S.P. Sustaining Program for Chinese 101-102 and Chinese 111-112

Students registered for Chinese 101-102 and Chinese 111-112 are required to attend and pass the Chinese Sustaining Program. Classes meet Mondays, Tuesdays, and Thursdays from 9:00-9:50.

Prerequisite: Chinese 101 or Chinese 111.

Requirements: regular attendance and active class participation.

Cost to student: one Xerox packet.

LANGUAGE FELLOWS

CHIN 10 Reading and Translating Tang Poetry

The Tang dynasty (618-906) has traditionally been considered the golden age of Chinese poetry. Poems from the Tang continue to be enjoyed by millions of people and memorized by school children in mainland China and Taiwan down to the present day. In this class we will learn the basics of reading Tang poetry in the original literary Chinese in which it was written. We will look at a small number of poems very closely and examine such topics as rhyme, imagery, allusion, and structure. We will also look closely at commentaries and annotations of the poems in both modern Chinese and English. This class requires knowledge of Chinese at least at the level of Chinese 201, but does NOT assume any knowledge of literary or “Classical” Chinese. The language of instruction will be English.

Evaluation will be based on preparation for class, class participation, a presentation, and a final exam based on the material covered in class. Students will be expected to prepare assignments outside of

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class (including memorizing some short poems). During class we will refine our translations and discuss the poems and their historical context. We will also drink tea.

Enrollment limit: 15.

Cost to student: small Xeroxing fee.

Meeting time: afternoons, 2-3:50 p.m. Monday, Wednesday, and Friday.

NUGENT

CHIN 11 Chinese Painting

This hands-on course will foster an appreciation and understanding of the aesthetics of Chinese painting and calligraphy. Participants will gain a broad knowledge of Chinese art, as well as the basic skills for further practice. Students will learn how to use gradations of black ink and some limited color, using the brush on rice paper. Participants will learn how to draw the “four gentlemen” series, which stands for the four seasons of the year: plum blossom, mountain orchid, bamboo, and chrysanthemum; and learn how to draw mountains, trees, and water in Chinese landscape painting. This course will also cover the use of the seal and Chinese mounting.

Evaluation will be based on class participation and a final presentation.

No prerequisites; no prior background in art required. *Enrollment limit: 12 (in case of overenrollment, upper-class students will receive preference).*

Cost to student: approximately \$30 for materials.

Meeting time: mornings, 10 a.m.-12:55 p.m., Tuesday and Thursday.

YING-LEI ZHANG (Instructor)

KUBLER (Sponsor)

Ying-lei Zhang is an artist who lives in Middlebury, Vermont, where she has taught at various colleges and schools. She has previously taught Chinese painting at Williams during Winter Studies, and has also given tea ceremony demonstrations on campus for the Chinese and Japanese programs.

CHIN 31 Senior Thesis

To be taken by all students who are candidates for honors in Chinese.

JAPANESE

JAPN S.P. Sustaining Program for Japanese 101-102

Students registered for Japanese 101-102 are required to attend and pass the Japanese Sustaining Program. Classes meet Mondays, Tuesdays, and Thursdays from 9:00-9:50.

Prerequisite: Japanese 101.

Requirements: regular attendance and active class participation.

Cost to student: one Xerox packet.

LANGUAGE FELLOWS

JAPN 10 Stories from the Edges: Japanese and Beyond

Okichi unwillingly became the mistress of the first American consul (1856-1862), Townsend Harris, at the age of seventeen. Her traumatic story is well known to Japanese and the various ways it has been told exemplify a cultural fascination with those living in the margins. In this course, we will examine Okichi's and other border stories that are told in multiple media narratives, from personal diaries to television dramas. The latter part of the course will be devoted to creating and developing a project on a subject of each participant's choosing. Projects may take the shape of an ethnographic paper, an audio recording, a mini-documentary film, or even a live performance, according to the particular skills and interests of each participant.

Evaluation is based on class participation, regular journaling, and the project. We will meet in the morning as a group an average of three times per week, with allowances made for one-on-one meetings, a few films showings outside the regular class hours, and for those exigencies that develop around the final projects.

No prerequisites. Materials and discussions will be in English, though the projects may be bilingual where appropriate. *Enrollment limit: 12.*

Cost to student: approximately \$50.

Meeting time: mornings, 10-noon, Monday, Wednesday, and Friday.

KAGAYA

JAPN 12 Performative Learning

Performance has outgrown its theatrical meaning and has come to serve as a paradigm for the means by which we participate in our culture and in our world. That sea change necessitates a rethinking of what we mean by ‘learning’ and ‘training’. “Performative Learning” describes the interplay between the intellect and the viscera necessary to engage in any number of endeavors such as martial arts, dance, music, theatre, etc. The goals of this course are far-reaching, but the methods of studio activity will be much more focused: the instructor will draw primarily from experiences training with artists of the Japanese butoh dance movement, and from teaching movement in an acting conservatory setting to create an intensive course of training in physical theatre performance. Exercises provide pointed

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challenges to both body and imagination, and pose the question: "How do we go about learning, when the body is at the center of the equation?" They will include carefully structured improvisations and partnered limb and joint mobilizations, designed to increase proprioceptive awareness and sensitivity to kinesiology, space, and interplay with others.

Evaluation is based on daily participation, regular journaling, written summaries, and active participation in discussions on reading assignments. A performance of selections from the coursework will take place at or near the end of the term.

No prerequisites. *Enrollment limit: 12.*

Cost to student: approximately \$45.

Meeting time: mornings, 10-noon, Monday, Wednesday, and Friday.

THOMAS O'CONNOR (Instructor)

KAGAYA (Sponsor)

Thomas O'Connor is a performer, performance teacher, and movement artist based in the Berkshires.

JAPN 31 Senior Thesis

To be taken by all students who are candidates for honors in Japanese.

ASTRONOMY

ASTR 10 Adventures Under The Dome: Communicating Astronomy (Same as English 10)

This course will combine an exploration of astronomy with a study of effective ways to communicate astronomy to the public. It will cover the presentation of astronomy and related topics, ranging from print media to multi-media live and taped presentations. We will open by examining how astronomy is presented in various forms of media, with particular emphasis on language and audience assumptions. These will prepare us for several sessions that will focus on planetarium show production and the show producer's multi-disciplinary media background. Some sessions will be held in the new Williams College planetarium, with its new Zeiss and digital projectors. There will also be a short (1-day with possible overnight) field trip to a working production dome in Nashua, NH, to see shows in full-dome format and talk to artists and designers involved in creating the newest generation of fulldome video programs for planetarium facilities.

Evaluation will be based on class discussion participation and preparation of a short planetarium presentation or suitable equivalent in other media. If overenrolled, students will be selected on the basis of a paragraph describing their interest.

This course is open to students with an interest in and/or aptitude in writing for media and production. No formal background in astronomy is required, although some knowledge will be extremely helpful.

Enrollment limit: 12.

Cost to student: \$100 for field trip.

Meeting time: three afternoons per week

CAROLYN COLLINS PETERSEN (Instructor)

J. PASACHOFF (Sponsor)

Carolyn Collins Petersen is an established science writer specializing in astronomy-related books, articles, and documentary scripts for planetarium and science center use.

ASTR 31 Senior Research

To be taken by students registered for Astronomy 493, 494.

ASTROPHYSICS

ASPH 31 Senior Research

To be taken by students registered for Astrophysics 493, 494.

BIOLOGY

BIOL 10 Electron Microscopy

Students will undertake an independent project to investigate a topic of their choice using the transmission and scanning electron microscopes. They will do their own sample preparation, operate the two electron microscopes, and take micrographs of relevant structures. Class time will give a brief overview of the theory and operation of the microscopes and microtomes. In addition, students will learn how to develop and print their film from the TEM, and learn how to manipulate the digital images from the SEM in Adobe Photoshop. (Do you want your erythrocytes red or blue?) There will be brief reading assignments, a guest speaker and a 10-page paper with 8 well-focused micrographs required.

No prerequisites. *Enrollment limit: 8. No preference given.*

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Cost to student: \$40 for text and readings.

Meeting time: afternoons. Class will meet for two hours, three times a week, plus scope time.

NANCY PIATCZYC (Instructor)
ALTSCHULER (Sponsor)

Nancy Piatcyc received her B.S. in Biology from Tufts University. She attended the school of Electron Microscopy in Albany, NY. She is a trained electron microscopist who operates and maintains the electron microscope facility at Williams.

BIOL 11 Images of Greylock: Interpreting Landscape Change (Same as Environmental Studies 11 and INTR 11)

(See under Environmental Studies for full description.)

BIOL 12 Picture Book Illustration (Same as ArtS 12)

The art for picture books ranges from black and white line art to explosions of color literally lifting off the page. In this course the instructor will demonstrate and show examples of illustrated picture books, including non-fiction and fables. Students will experiment with several illustration techniques including three-dimensional sculpted watercolor art. Each student will create a 3-D painting of one of Aesop's Fables for display at the end of Winter Study.

Students will be evaluated on the basis of class participation and effort. This course is open to all levels of artistic ability.

No prerequisites. *Enrollment limit: 12.*

Cost to student: \$50.

Meeting times: mornings, twice a week for three hours. Field trips are planned to The Eric Carle Museum and to The Norman Rockwell Museum.

ROBIN BRICKMAN (Instructor)
ALTSCHULER (Sponsor)

Robin Brickman received her Bachelor's degree in graphic arts and botany from Bennington College. She is an award-winning illustrator known for the unique three-dimensional watercolor art she developed. Her picture book client list includes: Charlesbridge, Simon & Schuster, HarperCollins, The Millbrook Press, Rodale Press, and Boyd's Mills Press.

BIOL 13 Food: An Integrative Approach

We will take a comprehensive and multidisciplinary look at the topic of food. Food is the only thing we need to survive, although it is something that most of us take for granted. The food industry is the largest industry in the world, affecting every aspect of our lives. We'll examine how contemporary society is impacted by our food systems. We'll explore both global and local issues, using a variety of disciplines: economics, politics, public health, and environmental studies, to name a few. Students will be encouraged to bring their own interests and approaches to this topic. The research project can be literature-based or experiential, practical application or theoretical in nature. Topics to be addressed include: population growth, the U.S. agricultural system, biotechnology, food safety, organic farming, eating locally/seasonally, the "externalization" vs. "internalization" of costs, food aid and trade policy. Readings: articles from various publications will be assigned.

The class will be highly participatory; students will discuss current issues presented in the assigned readings and documentary films.

Evaluation will be based on contribution and participation, 2-page response papers to the readings for 5 of the 12 classes as well as a 5-page research paper accompanied by a short presentation on your topic to the class on the last day.

Cost to student: \$40 for reading packet.

No prerequisites. *Enrollment limit: 15.*

Meeting: mornings, 2 hours per class 3 days a week.

JOHANNA KOLODNY '01 (Instructor)
ALTSCHULER (Sponsor)

Johanna Kolodny graduated from Williams in '01 with a B.A. in Anthropology and has a M.A. degree in Food Studies from NYU.

BIOL 14 Biological Clocks

Intrinsic timepieces within all organisms control a wide variety of biological processes, from the cellular to the behavioral. Through readings and discussions, we will learn how biological clocks function in all organisms. We will also attempt to determine how biological clocks are involved in humans in establishing sleep and activity cycles; in determining jet lag and seasonal affective disorder; and in influencing athletic performance, cognitive performance, and susceptibility to cancer and other diseases. As part of the course, students will set their biological clocks to a defined rhythm based upon a rigid schedule of sleep and light exposure; they will then shift their clocks to a new rhythm and attempt to determine its effect on athletic performance, cognition or some other measurable parameter. In

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addition, students will write a 5-page paper based upon their self-experimentation (if it is successful) or on some other aspect of biological rhythms and deliver a short presentation to the class. Evaluation will be based on class attendance and participation, design and execution of experimental protocol, a 5-page paper, and a short presentation to the class.

No prerequisites. *Enrollment limit: 15. First year students will be given preference.*

Cost to student: \$30 for a textbook.

Meeting times: mornings, 2-3 sessions per week.

DEWITT

BIOL 15 Students Teaching AIDS to Students (STATS) (Same as Special 20)

Students Teaching AIDS to Students is a Winter Study project that aims to bring trained Williams students into local schools as facilitators and educators about topics relating to HIV and AIDS. During the first two weeks of Winter Study, students learn how to teach and work together to develop lesson plans about HIV and its implications. In addition to learning the science of HIV, students will have the opportunity to hear from guest speakers about the prevalence of HIV in the Berkshires and the support services available to community members living with HIV/AIDS. During the final two weeks, Williams students will travel to area middle schools to present their lesson plans and then return in the fourth week to wrap-up their lessons and address middle school student questions solicited after the first classroom session.

Evaluation will be based on attendance, participation, development and implementation of lesson plans, and a final paper.

No prerequisite. *Enrollment limit: 15.*

Cost to student: approximately \$40 for course materials.

Class will meet two afternoons per week for three hours during the first two weeks. Students will be in local classrooms during weeks three and four, with a final group wrap-up meeting after the teaching sessions are complete.

ERIN MORRISSETTE '00 and CAITLIN CARR '01 (Instructors)
ALTSCHULER (Sponsor)

Erin Morrisette '00 and Caitlin Carr '01 are former Biology majors at Williams. Both are currently fourth-year medical students at the University of Pennsylvania.

BIOL 22 Introduction to Biological Research

An experimental research project will be carried out under the supervision of Biology Department faculty. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores. Interested students must submit an application form available on the Biology Department webpage: <http://www.williams.edu/Biology/Research/Winter/022Application/022application.shtml>.

Prerequisites: Biology 101. *Enrollment limit: 15.*

Cost to student: none.

Meeting time: mornings.

STAFF

BIOL 31 Senior Thesis

To be taken by students registered for Biology 493, 494.

CHEMISTRY

CHEM 11 Science for Kids (Same as Special 11)

Are you interested in teaching? Do you enjoy working with kids? Do you like to experiment with new things? Here is a chance for you to do all three! The aim of this Winter Study Project is to design a series of hands-on science workshops for elementary school children and their parents. Working in teams of 2-4, students spend the first two and a half weeks of Winter Study planning the workshops. This involves deciding on a focus for each workshop (based on the interests of the students involved) followed by choosing and designing experiments and presentations that will be suitable for fourth-grade children. On the third weekend of Winter Study (January 21, 22) we bring elementary school kids with their parents to Williams to participate in the workshops.

You get a chance to see what goes into planning classroom demonstrations as well as a sense of what it's like to actually give a presentation. You find that kids at this age are great fun to work with because they are interested in just about everything and their enthusiasm is infectious. You also give the kids and their parents a chance to actually do some fun hands-on science experiments that they may not have seen before, and you are able to explain simple scientific concepts to them in a manner that won't be intimidating. It is a rewarding experience for all involved.

Evaluation is based on participation in planning and running the workshops. Each group is expected to prepare a handout with descriptions of the experiments for the kids, parents, and teachers.

No prerequisites: You need not be a science major; all that is needed is enthusiasm. *Enrollment limit: 25.*

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Cost to student: none.

Meeting time: mornings. Classes meet three times a week for approximately three hours each session. The workshop is run on the third weekend of Winter Study (January 21, 22) and attendance from 9:00 a.m. to 3:00 p.m. is mandatory that weekend. There are also one or two brief meetings held in the fall term for preliminary planning.

S. GOH and J. MACINTIRE (Instructors)
L. PARK (Sponsor)

Jenna MacIntire is a Laboratory Instructor for both the Biology and Chemistry Departments at Williams.

CHEM 12 Epidemiology, Public Health and Leadership in the Health Professions (Same as Leadership Studies 12)

Epidemiology, the study of disease and disability in human populations, has been called the basic science of public health and preventive medicine. Epidemiology has made substantial contributions to the advancement of health and improved illness care through a sharper understanding of the natural history of disease, the multiple "causes" of disease, and the control of epidemics of both infectious and (later) non-infectious disease. Epidemiological approaches are used constantly to test new medicines and guide treatment and prevention strategies.

Making use of epidemic exercises, selected original papers from the medical and public health literature, and a basic text, this course starts by reviewing the history, logic and approaches of epidemiology. We then turn to discussions of scientific and social leadership in the health professions. With the help of guest lecturers/discussion leaders, we explore aspects of leadership in at least three of the following areas: clinical medicine and patient care, international health, basic science discovery and/or applied research, ethics, and health care evaluation.

Evaluation is based on active student participation and a paper on selected aspects of leadership in health or epidemiologic analysis based on analysis of original literature concerning a topic of personal interest.

No prerequisites. *Enrollment limit: 12.*

Cost to student: \$150 for books and reading materials.

Meeting time: afternoons; three days per week, for approximately 6 hours per week. There may be some evening meetings, depending on the schedules of visiting instructors.

NICHOLAS H. WRIGHT '57 (Instructor)
L. PARK (Sponsor)

Dr. Nicholas H. Wright '57, a medical epidemiologist with a longstanding interest in family planning/population and international health issues, recently retired from the Robert Wood Johnson Medical School, New Jersey, and now lives in Williamstown.

CHEM 14 Emergency Medical Technician—Basic

A course designed to prepare students for the Massachusetts EMT exam and to provide training to become certified as an Emergency Medical Technician. The course teaches the new national standard curriculum which makes reciprocity with many other states possible. This is a time-intensive course involving approximately 130 hours of class time plus optional emergency room observation and ambulance work. Students learn, among other skills, basic life support techniques, patient assessment techniques, defibrillation, how to use an epi-pen, safe transportation and immobilization skills, as well as the treatment of various medical emergencies including shock, bleeding, soft-tissue injuries, and child birth. In order to reduce the number of class meetings required during Winter Study Period, the course holds a few meetings beginning in the fall semester. These class meetings, which are mandatory, with the following schedule: 29 October (orientation), 30 October, 12 November, 13 November, 10 December, and 11 December. Any questions regarding this course should be directed to the instructor, Kevin Garvey, via email (pece@netscape.com).

Evaluation is based on class participation and performance on class exams, quizzes and practical exercises.

Prerequisite: It is recommended that students have American Heart Association Level C BLS Provider CPR Cards or American Red Cross BLS provider CPR cards before entering the EMT Class. A CPR class will be offered in October for those students wishing to take the EMT class who don't already have CPR cards. *Enrollment limit: 24.*

Cost to student: \$350/student plus approximately \$75 for textbook.

Meeting time: mornings and afternoons; schedule TBA in October.

KEVIN GARVEY (Instructor)
L. PARK (Sponsor)

Kevin Garvey is a Massachusetts state and nationally approved EMT-I (Intermediate) and an EMT-IC (Instructor/Coordinator). He had been involved with Emergency Medical Services for 15-20 years. Mr. Garvey currently works for Baystate Health Systems as an RN (registered nurse) and

Winter Study Program

EMT-I and also works as an EMT-I for Village Ambulance in Williamstown. Mr. Garvey is also an EMT training instructor at Greenfield Community College.

CHEM 15 Materials of the Artist: Uncovering Fakes and Forgeries (Same as ArTH 15 and ArtS 15)

Many artists' materials (in the form of support, pigments, coatings, and binding media) existed in very specific times throughout history. Knowing this, we can create a timeline and begin to date art objects by examining their material and how each object was manufactured. In this class, we choose an object of questionable authenticity and immerse ourselves in it. For example, a painting of questionable authenticity will have the pigments analyzed, the media analyzed, an x-ray will be taken, showing the paint strokes and method of application. In some cases, a technique called an infrared reflectography will be utilized to view the underdrawing—the artist (or forgers) original sketches. Visual examinations combined with sophisticated analytical instrumentation will be used to identify the materials of the object and its method of manufacture. Instruments may include: x-ray fluorescence analysis, Fourier transform infrared spectrometer, x-ray diffraction, gas chromatography, and scanning electron microscope. All classes will be held at either the Williamstown Conservation Center under the direction of the analytical chemist and conservator, or in the Bronfman Science Center.

Evaluation is based upon class participation and a 10-page final paper.

No prerequisites. *Enrollment limit:* 9.

Cost to student: \$20 for reading materials.

Meeting time: mornings; twice a week for three hours and two hours/person/week beyond class time.

KATE DUFFY (Instructor)

LOVETT (Sponsor)

Kate Duffy is Department Head of Analytical Services at the Williamstown Art Conservation Center.

CHEM 16 Glass and Glassblowing (Same as ArtS 16)

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students.

Evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class.

No prerequisites. *Enrollment limit:* 10. *Preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by early e-mail to Professor Thoman.*

Cost to student: \$75 for supplies.

Meeting time: 9:00 a.m. to noon, five days per week.

THOMAN

CHEM 17 Introduction to Research in Archaeological Science

An independent experimental project in archaeological science is carried out in collaboration with Dr. Skinner whose research involves two types of studies: dating fossil material and establishing the sources of ancient artifacts.

A 10-page written report is required.

Prerequisite: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in a faculty research lab, interested students must consult Dr. Skinner and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research lab.*

Cost to student: none.

Meeting time: mornings.

ANNE SKINNER (Instructor)

L. PARK (Sponsor)

Anne Skinner is a Senior Lecturer in Chemistry at Williams.

CHEM 18 Introduction to Research in Biochemistry

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, DNA structure and repair, and the molecular basis of gene regulation.

A 10-page written report is required.

Prerequisite: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this

course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research lab.*

Cost to student: none.

Meeting time: mornings.

GEHRING, KAPLAN, LOVETT

CHEM 19 Introduction to Research in Environmental Science (Same as Environmental Studies 19)

An independent experimental project in environmental science is carried out in collaboration with a member of the Department with expertise in environmental science. Current research projects include studies of atmospheric chemistry related to global warming and acid deposition, heavy metals in the local environment, and further development of laboratory techniques for ENVI 102 (Introduction to Environmental Science).

A 10-page written report is required.

Prerequisite: a one-semester science course and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research lab.*

Cost to student: none.

Meeting time: mornings.

THOMAN

CHEM 20 Introduction to Research in Inorganic Chemistry

An independent experimental project in inorganic chemistry is carried out in collaboration with a member of the Department with expertise in inorganic chemistry. Opportunities for research in inorganic chemistry at Williams include the study of transition metals in biological systems (enzymes, proteins), and as building blocks for new materials with interesting electronic (magnetic, conducting) and optical properties. Students working in this area will gain expertise in the synthesis of new compounds and their characterization by modern spectroscopic techniques.

A 10-page written report is required.

Prerequisite: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research labs.*

Cost to student: none.

Meeting time: mornings.

HASANAYN, L. PARK

CHEM 23 Introduction to Research in Organic Chemistry

An independent experimental project in organic chemistry is carried out in collaboration with a member of the Department with expertise in organic chemistry. One representative project involves isolation of the bioactive constituents of Southeast Asian dart poisons from their natural sources and the elucidation of their three-dimensional structures. Another line of investigation probes new and efficient methods for the creation of molecules of medicinal interest. Some targets include the kavalactones-the active principles of the herbal extract KAVA KAVA which is promoted as an alternative anti-anxiety remedy, and octalactin A-an interesting 8-membered ring compound isolated from marine microorganisms that has shown significant toxicity toward human cancer cells.

A 10-page written report is required.

Prerequisite: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research labs.*

Cost to student: none.

Meeting time: mornings.

GOH, MARKGRAF, RICHARDSON, T. SMITH

J. Hodge Markgraf, Professor of Chemistry *emeritus*, taught organic chemistry at Williams for four decades. He has previously taught a WSP course on the science of chocolate and combinatorial chemistry.

CHEM 24 Introduction to Research in Physical Chemistry

An independent experimental project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, molecular modeling of water clusters, laser spectroscopy of chlorofluorocarbon substitutes, and experimental studies of the oxidation of sulfur dioxide on atmospheric aerosols.

A 10-page written report is required.

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Prerequisite: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research labs.*

Cost to student: none.

Meeting time: mornings.

PEACOCK-LOPEZ, THOMAN

CHEM 31 Senior Research and Thesis

To be taken by students registered for Chemistry 493, 494.

CLASSICS

CLAS 11 The Religions of the Roman Empire and Christianity (Same as Religion 11)

This course will survey some of the many religions that existed within the boundaries of the Roman empire in the two centuries before and after the birth of Jesus. Taking into account the particular interests of students who register for this course, it will consider not only the “traditional” state and domestic cults of Rome but also the imperial cult, various mystery religions, and early Christianity. We will begin by briefly examining how the Romans themselves defined their religion and its purpose(s) and consider how this definition contrasted with that of participants in the mystery cults and that of early Christians. We will also examine how the Roman authorities used various cults/religions as political tools to secure the empire. Finally, through our answers to these questions, we will explore the Roman authorities’ reaction to Christianity.

Each student will be expected to write two papers (10-20 pages total). In a shorter paper students will try to put themselves in the position of a “traditional” Roman and write about either what they would believe about their own gods or their resistance to one of the new mystery cults. The longer paper will be on a topic of each student’s choice (after consultation with the instructor), and each student will also present an oral report on the topic of this paper.

No prerequisites. *Enrollment limit: 15. Preference given to majors in Classics and Religion.*

Cost to student: less than \$15.

Meeting time: mornings, three times a week.

ROBIN LORSCH WILDFANG '86 (Instructor)
HOPPIN (Sponsor)

Professor Wildfang is a 1986 graduate of Williams College and taught as Visiting Assistant Professor at Williams in 1991.

CLAS 12 The Ovidian Renaissance

Ovid’s *Metamorphoses*, a rich and varied poem unified by the theme of physical transformation, was unmatched as a source of inspiration for Renaissance artists working across a variety of media. We will explore the ways Ovid’s poem figures in artistic works from the Renaissance, including drama, poetry, painting, sculpture, and music. We will begin by reading the *Metamorphoses* with a view toward appreciating the stories, themes, and narrative techniques that have long made his work so appealing. We will then explore the ways figures such as Shakespeare, Spenser, Marlowe, Titian, Bernini, and Monteverdi incorporate and re-imagine Ovid’s poem in their own work. We will consider Ovid’s influence on later artists, the contribution of later works to our understanding of Ovid, and the relationships between various kinds of art.

Requirements: several presentations and a final 10-page paper.

No prerequisites. *Enrollment limit: 15.*

Cost to students: none.

Meeting time: mornings.

NESHOLM

CLAS 31 Senior Thesis

May be taken by students registered for Classics 493, 494.

COMPARATIVE LITERATURE

COMP 11 The Colonialist Visions

From the peak of imperialism to its decline, what were the myths, observations, and prejudices that informed the European view of the colonial enterprise? How is the relationship between colonialists and the colonized expressed in literature and film? This course will examine what happens to the novel when it explicitly confronts issues of race, class and ideology, oppression and resistance, the individual and the mass, the meeting of two radically different cultures and systems of belief. Do men and women narrate the colonialist experience differently? The texts will include some fiction by postcolonial writers. Fiction by Conrad, Flaubert, Kipling, Foster, Dineson. Films include adaptations of Foster’s Kipling’s, and Dineson’s works, and the documentary about Sara Baartman, “the Hottentot Venus.”

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Class will meet for discussion for two hours, twice a week in the morning, plus two hours of film screenings. A passing grade requires active class participation, a brief oral presentation, and a 10-page paper.

Cost to student: \$30.00.

No prerequisites. *Enrollment limit: 15.*

DRUXES

COMP 12 Contemporary Queer Cinema in France (Same as French 12 and Women's and Gender Studies 11)

(See under Romance Languages—RLFR 12 for full description.)

COMP 31 Senior Thesis

To be taken by students registered for Comparative Literature 493, 494.

LIT 31 Senior Thesis

To be taken by students registered for Literary Studies 493, 494.

COMPUTER SCIENCE

CSCI 15 Designing for People (Same as Psychology 15)

(See under Psychology for full description.)

CSCI 31 Senior Honor Thesis

To be taken by students registered for Computer Science 493-494.

CONTRACT MAJOR

CMAJ 31 Senior Thesis

To be taken by students registered for Contract Major 493, 494.

ECONOMICS

ECON 10 Excel for Economics

This course is an introduction to the Microsoft Excel spreadsheet software, with applications to economics, finance, business, and public policy analysis. A variety of Excel commands and tools will be introduced, and then applied to examples such as analyzing an investment project, modeling the determination of stock prices, finding data and evaluating evidence on a question of public policy, and effectively communicating information with a graph or table. These are all invaluable skills for many of the kinds of jobs Williams students commonly pursue after graduation. Readings will include *The Visual Display of Quantitative Information* by Edward Tufte, as well as a guidebook for using Excel for financial modeling, and some accessible articles on the substantive aspects of economics, finance, or public policy involved in each application.

Evaluation will be based on a number of hands-on problem sets.

No prerequisites. Preference will be given to students with no prior experience with Finance and with Excel, and to freshmen and sophomores. Students who have taken Economics 317 (Finance and Capital Markets) will not be admitted. *Enrollment limit: 20.*

Cost to student: approximately \$60 for books.

Meeting time: afternoons, twice a week for 3 hours each (half of which is "lecture-time," and the other half is "lab-time").

BAKIIA

ECON 11 "Inside" Information Policy

In the post-Enron, Worldcom, Adelphia etc. capital market the Sarbanes-Oxley Act of 2002 has substantially altered the legal framework of the Federal securities laws. Those laws, in the name of preserving "transparency" and with it investor confidence, impose substantial restrictions on how and who may use information about a public corporation. In addition, Regulation FD ("Fair Disclosure") adopted by the U.S. Securities and Exchange Commission in August 2000, when Arthur Levitt, Jr. '52 was its Chair, attempts to insure that any release of information is made available to all, not just some investors. Breaking these rules can result in giving up any profit made, substantial fines or even imprisonment. Yet some information is different from other information. How do we know what is "inside" information and an asset of the business and what is not? Does the theoretical basis for these legally mandated policies on disclosing information, the so-called "efficient" market hypotheses, make sense? And is there a problem of information overload? What ought a corporate manager do? And does speaking of "ought" raise issues of ethics and personal standards that transcend legal norms? Evaluation will be based on class participation and an essay examination requiring analysis of a given fact pattern. Independent reading and in class reports will be considered for additional credit.

No prerequisites. Some familiarity with business developments from TV, newspapers or magazines may prove helpful. *Enrollment limit: 25.*

Winter Study Program

Costs to students: \$25-\$50 for reading materials (excerpts from court decisions, Sec law and regulations, newspaper and journal articles, etc.).

Meeting times: afternoons, three times a week for two hours each.

PETER D. HUTCHEON '65, Esq. (Instructor)
ZIMMERMAN (Sponsor)

Peter Hutcheon '65 practices law primarily in the areas of corporate governance, commercial transactions, securities, banking and finance. Peter was a director and former chair of the New Jersey State Bar, Corporate and Business Law Section for 22 years and, also, the former chairman (1989-2001) of the New Jersey Corporate and Business Law Study Commission where he provided reports and suggestions on business law developments to the New Jersey Legislature and the Governor. Peter chaired the New Jersey Securities Advisory Committee appointed by the Attorney General since 1995-2001 and has served as the American Bar Association's Liaison to the New Jersey Bureau of Securities for almost 25 years. He has also served as Chair of the ABA's Section of Science and Technology and as Editor of its quarterly journal, *Jurimetrics*. Additionally, he has authored numerous articles on various business-related law topics including limited liability companies, securities, and directors and officers liability.

ECON 12 Blogonomics

The ability to disseminate intellectual and creative works has traditionally been a scarce resource. In addition to facilitating the creation of intellectual and creative works, information technology, and the Internet in particular, has enabled many creators to widely disseminate their works without relying on traditional intermediaries such as newspapers, magazines, software firms, publishing houses, radio and television stations, and music labels. In this course, we shall look at these technological innovations and consider their impacts on what gets created, how it gets disseminated, and who, if anybody, pays for it.

Students will be required to produce intellectual or creative content and distribute it to the world via the Internet. Dissemination may be by blog, iPodcast, or other agreed-upon means. Exhibition of this project on the last day of Winter Study is required. Attendance and participation will also be taken into account.

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$50 for books and readings.

Meeting time: afternoons, 1-3:50 p.m. Tuesday and Thursday.

GAZZALE

ECON 13 Art and Economics

Art and economics are two disciplines that might seem incongruent. Economics is sometimes portrayed as being all about the money while art may just be for art's sake. Even if the art itself transcends many of the worldly issues of economics, it cannot escape the standard forces of economics. For example, artists must sell their work (unless, of course, they want to be starving artists). How is art sold? Some art is sold at auction, some through dealers, and some artists work through commissions. Why are different types of art sold through these different mechanisms? What determines the price of art? Collectors buy art for its enjoyment (or consumption) value as well as its investment potential. How can one use economics to measure the success of buying art as an investment? In addition to collectors, institutions such as museums also buy art. What are the economics of an art museum? What is the role for private donations, public subsidies, and entrance fees in sustaining museums? What is an appropriate role for government in the economics of art? Should the government subsidize art? If so, should the subsidies focus on the creation of art or the preservation and exhibition of art? How should the government decide what art to subsidize? These are some of the questions that this class will explore.

Students will prepare a 10-page project based on one of the major themes of the course.

No prerequisites. While the course will use some economic concepts that are covered in Economics 110, the goal of the course is to be a self-contained coverage of how economic analysis can be used to think about art and art markets. Students who are not economics majors are encouraged to take the class.

Enrollment limit: 15.

Cost to student: \$25 for text.

Meetings: 3 mornings per week.

GENTRY

ECON 14 Accounting

The project will examine the theoretical and practical aspects of financial accounting. Although the beginning of the course will explore the mechanics of the information gathering and dissemination process, the course will be oriented mainly towards users, rather than preparers, of accounting information. The project will include discussion of the principles involved in accounting for current assets, plant assets, leases, intangible assets, current liabilities, stockholders' equity, the income statement and the statement of cash flows. Students will be expected to interpret and analyze actual financial statements. The nature of, and career opportunities in, the field of accounting will also be discussed. The project is a "mini course." It will present a substantial body of material and will require a consid-

Winter Study Program

erable commitment of time by the student, including regular attendance and participation in discussion and homework cases and problems.

The course grade will be determined on the basis of several quizzes and a written group report presenting an analysis of a company's annual report.

Enrollment limit: 30.

Cost to student: none.

Meeting time: mornings.

LEO MCMENIMEN (Instructor)
ZIMMERMAN (Sponsor)

Leo McMenimen has taught in the Winter Study Program at Williams College since 1980. He recently retired as a professor from the School of Business, Montclair State University.

ECON 15 Stock Market

Elementary description and analysis of the stock market. Emphasis will be on the roles of the market in our economy, including evaluation of business firms and the success of particular capital investments, allocating savings to different types of investment, and providing liquid and marketable financial investments for individual savers.

The course will focus on the description of mechanics of trading on various exchanges and other markets, stock market indexes or "averages" (Dow-Jones, S&P, 500, etc.), how to read the financial news, historical rates of return on stocks and portfolios, role of mutual funds, beta coefficients, and "random walk" theory. The course will also involve a brief introduction to financial reports of firms and analysis of financial ratios.

Each student will participate in discussions, do some homework assignments and, as part of a team, give two presentations and write a 10-page report analyzing the wisdom or folly of having chosen a particular investment portfolio. The project grade will be determined on the basis of performance on several quizzes and the written investment portfolio report.

Not intended for students who already know much about the stock market; students who have had Economics 317 not admitted.

No prerequisites. *Enrollment limit: 30.*

Cost to student: none.

Meeting time: afternoons.

LEO MCMENIMEN (Instructor)
ZIMMERMAN (Sponsor)

Leo McMenimen has taught in the Winter Study Program at Williams College since 1980. He recently retired as a professor from the School of Business, Montclair State University.

ECON 16 LEGO Mindstorms Robotics

Robotics has been an exciting topic for decades. Current technology allows students to design, build, and program their own robots using the Lego Mindstorms system. It is straightforward to build the robots, as they are very similar to Legos toys. Programming the robots may be done using the graphical software that comes with the Mindstorms kits, or one may use more sophisticated, JAVA based software. During the first part of the course, students will familiarize themselves with the tools and software by creating robots that fulfill a relatively simple set of tasks, such as measuring distance, following a maze, and drawing letters. The first project will be done using both the graphical software and the JAVA based system to ensure programming mastery. After a basic competency in the tools is reached, the students will propose a more complex project. After instructor approval, the students will design, build, and program their final project. It may be possible to provide mentoring for local children interested in robotics by allowing them to come and interact with the class.

Students will be evaluated on completing the initial projects, as well as on their design and implementation of their final project. There will also be an exhibition of the project at the end of Winter Study.

No prerequisites. *Enrollment limit: 14.*

Cost to student: approximately \$10.

Meeting times: afternoons.

ROLLEIGH

ECON 17 Business Economics

In this course, the class will carry out a real-time forecast of the U.S. economy and explore its implications for the bond and stock markets. The course will build upon principles of both macro and microeconomics. It will provide an introduction to the work done by business economists and the techniques they use. An economic database, chart-generating software and a statistical analysis program will be available to each student on the Jessup computers.

The first week will focus on becoming familiar with the database, looking for relationships between key economic variables, and studying movements in interest rates over the period 1960-2004. Early in the first week, the class will be divided into teams of 2 or 3 students with each team choosing a particular aspect of the economy to forecast.

Winter Study Program

During the second and third weeks, the class will prepare forecasts of the key components of gross domestic product and will study other key issues such as: Globalization, Energy Policy and the Outlook for Oil Prices. We will also have several invited guests from the Wall Street investment world speaking on various aspects of the stock market. The fourth week will feature a formal presentation of the economic forecast with invited guests from the Williams College faculty among others.

The class will meet 3 to 4 times per week in the morning. During the first week there will be two afternoons of workshops lasting approximately 30 minutes with hands on instruction for each team. Each student should expect to spend a reasonable amount of time on homework, to participate in short presentations of their analyses as the work progresses as well as in the formal presentation during the last week. There will also be a 3-page paper summarizing the result of the forecast project or the special topic chosen by each team.

To put the forecasting exercise in context, there will be class discussions of business cycles, credit cycles, long waves in inflation and interest rates and the impact of the Internet on the economy and the stock market.

Prerequisites: Economics 120 or another semester course in Economics is strongly recommended.

Enrollment limit: 15.

Cost to student: about \$25 for text and other materials.

Meeting time: mornings, 3-4 sessions per week. There will be two afternoons of workshops lasting approximately 30 minutes with hands-on instruction for each team. Because essential concepts and tools are covered during the first week, all students are expected to attend the first class.

THOMAS SYNNOTT '58 (Instructor)
ZIMMERMAN (Sponsor)

Thomas Synnott '58 is Chief Economist, *Emeritus*, U.S. Trust Company of New York

ECON 18 The American Dream?

The "American Dream"—the idea of achieving prosperity through hard work—contains home ownership as a central feature. In advertising and the popular press home ownership is sometimes considered the defining characteristic of the American Dream. In this course we will explore—through film, literature, and economics—the role that home ownership plays in defining the economic aspirations and identities of individuals in the United States and elsewhere. We will view and discuss three films (*Mr. Blandings Builds His Dream House*, *House of Sand and Fog*, and *The Castle*) that present the pathetic, comic and tragic aspects of pursuing this dream. We will read and discuss *A House for Mr. Biswas* by V. S. Naipaul, and consider the symbolic and economic significance of home ownership. In addition to developing an appreciation for its importance, you will hear brief discussions of how an economist might model the pursuit of home ownership and its significance for the economy, and learn why so few Swiss own their own homes, and why a larger share of Irish, Spanish and Greeks achieve the "American" dream than do the Americans themselves.

Evaluation will be based on participation in class discussions, two-page critical essays for each film, plus a paper of at least 5 pages in length exploring themes from the book and class discussion.

No prerequisites. Enrollment limit: 19, with preference (in the event of over-enrollment) given to first-years and sophomores.

Cost to student: \$10 (for the book).

Meeting time: afternoons, four times per week.

S. SHEPPARD

ECON 19 Volunteer Income Tax Assistance (VITA) (Same as Women's and Gender Studies 19)

This course examines tax policy towards low-income families in the United States, and has the following three objectives: 1) For students to understand the shift of redistributive policy in the United States from income support through the transfer system (Aid to Families with Dependent Children/Temporary Assistance for Needy Families) towards support of working individuals through the tax system (primarily the Earned Income Tax Credit (EITC)); 2) For students to understand the challenges that low income individuals have "making ends meet" and to understand the role that the EITC has played in increasing the standard of living of the working poor; and 3) To enable students to understand the tax code well enough to prepare simple income tax returns, including those for filers claiming the EITC. Students will be trained by the IRS to prepare income tax returns for low-income individuals and families. At the end of the term, students will use their newly acquired expertise to help individuals and families in Berkshire County prepare and file their returns.

Students must complete IRS VITA training; staff one session of tax preparation assistance during the final week of winter term; and write a ten-page analytical and reflective essay.

No prerequisites. Enrollment limit: 14.

Cost to student: \$100 for texts and coursepack.

Meeting times will depend on availability of IRS trainers, but will be announced before registration for WSP begins.

WATSON

ECON 20 Introduction to the Economics, Geography and Appreciation of Wine

This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, outside readings, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions in France, Germany, Italy, Austria, Hungary, Spain and Portugal, but will occasionally make comparisons to analogous New World style wines.

Evaluations will be based on short quizzes, including blind tastings, and either an oral presentation or 10 page paper at the conclusion of the course.

Enrollment limit: 10. Since the course will include wine tastings, it will also be restricted to those who are of legal age for wine consumption by the date of the first class meeting. In the event that demand exceeds the maximum limit for the course, students will be selected on the basis of their academic record.

Although this course will be no doubt fun and interesting, it is also a serious course in which students are expected to learn the materials and skills presented in the lectures and wine tastings.

Cost to student: \$150.

Meeting time: Monday evening with additional meetings to be determined.

PEDRONI

ECON 23 Computable General Equilibrium (CGE) Model

A common tool for applied policy work is the Computable General Equilibrium (CGE) model. These models are used extensively by various NGO's when deciding aid and policy recommendations. Advanced undergraduates or masters students can attain a basic understanding of these models in a relatively short time frame. The great advantage of these models is that they capture the general equilibrium feedback effects of policy proposals on various sectors of the economy. This is of great importance to applied work, as this allows the identification of the winners and losers from potential policies. The class will begin with a general overview of CGE models, followed by a detailed construction of a simple model for the US. During the latter part of the course, students will create a CGE model for a country of their choice (preferably their home country). This exercise will provide them with a basic model to use to examine the possible effects of various changes in national policy. Interested students could continue this project as a potential thesis topic.

Students will be evaluated using problem sets and their country-specific model.

Enrollment/prerequisites: this course is intended for CDE students and is open to undergraduates only with permission of instructor.

Cost to student: approximately \$25 for reading packets

Meeting times: mornings, 10-noon.

ROLLEIGH

ECON 25 Social Activism in Senegal (Same as Political Science 25)

(See under Political Science for full description.)

ECON 27 Henry George, Eliminating Poverty

Henry George, an American economist (1839-1897) published *Progress and Poverty* in 1879. In this he observes that with increasing wealth there is increasing poverty and he offers a solution to this problem. We will study *Progress and Poverty* to understand his theory and his remedy and to understand the possibility of its application today.

George's remedy is to tax land to the exclusion of all other taxes. Today the Georgist movement uses this idea to encourage cities to modify the property tax, which, in most places, taxes land and buildings at the same rate, to reduce the tax on buildings and to increase the tax on land to produce the same yield. We will study the effect of shifting the property tax from buildings to land in the twenty Pennsylvania cities that have adopted this idea.

One of the great problems of the world today is that in many countries, a small minority of the people, own most of the land. We will study the possible use of George's ideas to ameliorate this problem.

Evaluation will be based on attendance and the completion of a 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Cost to student: none.

Meeting time: mornings, two hours three times a week.

ALBERT HARTHEIMER (Instructor)

ZIMMERMAN (Sponsor)

Albert Hartheimer has been an advocate for the philosophy of Henry George since 1967. He has worked to convince cities to adopt the two-rate tax by making studies of the effect of shifting taxes from buildings to land with constant yield. He served on the board of the Schalkenbach Foundation of America and The Center for the Study of Economics. He is an architect.

ECON 30 Honors Project

The "Specialization Route" to the degree with Honors in Economics requires that each candidate take an Honors Winter Study Project in January of their senior year. Students who wish to begin their honors work in January should submit a detailed proposal. Decisions on admission to the Hon-

Winter Study Program

ors WSP will be made in the fall. Information on the procedures will be mailed to senior majors in economics early in the fall semester.

Seniors who wish to apply for admission to the Honors WSP and thereby to the Honors Program should register for this WSP as their first choice.

Some seniors will have begun honors work in the fall and wish to complete it in the WSP. They will be admitted to the WSP if they have made satisfactory progress. *They should register for this WSP as their first choice.*

ECON 31 Honors Thesis

To be taken by students participating in year-long thesis research (ECON 493-W31-494).

ENGLISH

ENGL 10 Adventures Under The Dome: Communicating (Same as Astronomy 10)

(See under Astronomy for full description.)

ENGL 11 Anxious Allegories: Horror and Science Fiction Films

This film course will also be a casual tutorial on popular American moods, both cultural and political, and it will seek to place the films we study in the context of such trends as Fifties conformism and dread of Communism or the post-Watergate mistrust of government. The class will examine the possibility that what unites these loose allegories is not only their expression of once-popular fears, but also their campiness—their impulse to subvert our solemnities, whether intentionally or inadvertently. The films will include *Halloween*, *Village of the Damned*, *Invasion of the Body Snatchers*, *Dawn of the Dead*, *Eyes Without a Face*, *Forbidden Planet*, *The Exorcist*, *Them*, *Starship Trooper*, *The Shining*, *Rosemary's Baby*, and *The Ring*.

Requirements: short oral presentations and one ten page paper.

No prerequisites. *Enrollment limit: 15.*

Cost to student: none.

Meeting time: mornings, three times a week.

DEAN CRAWFORD (Instructor)
SWANN (Sponsor)

Dean Crawford has written *The Lay of the Land*, a novel, as well as articles and stories. He teaches writing and literature at Vassar College but harbors an affection for ingenious science fiction and horror movies.

ENGL 12 Looking at Contemporary Documentary Photography (Same as Special 27)

This course explores the evolution of modern documentary photography. We will start with Robert Frank's *The Americans*, and how Frank's singular vision deeply shaped the next generation of photographers working the American streets and landscape. Diane Arbus, Bruce Davidson, Lee Friedlander, William Klein, Danny Lyon, Gary Winogrand are some of the photographers whose work we will get to know well. Discussions will include the new wave of independent and Magnum photojournalists (Phillip Jones Griffiths, Josef Koudleka, Susan Meiselas, Gilles Peress, James Nachtwey, Alex Webb, Ron Haviv and Tyler Hicks) and the wars from Vietnam to Bosnia to Iraq they cover as well as the personal visions they explore. Insight into the diverse currents of documentary photography will be covered through the work of Bill Burke, Larry Clark, Larry Fink, Nan Goldin, Emmet Gowin, Sally Mann, Mary Ellen Mark, Nicholas Nixon, Richard Misrach, Joel Sternfeld, Birney Imes, Regan Louie, Edward Burtynsky, Laura Letinsky and Simon Norfolk.

Each student will be required to make a brief presentation to the class on a documentary topic of their choice. A final paper expanding on this documentary topic will be due at the end of the course. Students will be evaluated on their classroom presentation, general participation and their written work.

No prerequisites. *Enrollment limit: 12.*

Meeting time: three mornings a week for two hours. Slide presentations will occupy half of the first meetings and give way to discussion of issues in documentary photography. Students will be encouraged to work on individual projects of their own choice. A field trip to New York will let us see first hand works from the collections at the Museum of Modern Art, Whitney Museum of American Art and the International Center of Photography.

KEVIN BUBRISKI (Instructor)
SWANN (Sponsor)

Kevin Bubriski (instructor) has received photography fellowships from the John Simon Guggenheim Foundation and the National Endowment for the Arts. His photographs are in the permanent collections of the Museum of Modern Art and the Metropolitan Museum of Art. His books include *Portrait of Nepal* (Chronicle Books 1993) and *Pilgrimage: Looking at Ground Zero* (powerHouse 2002).

ENGL 13 White Coat, Black Coat: Literature and Medicine

This course will introduce students to the long and substantial tradition of imaginative literature about medicine, encompassing both work by physicians who were/are themselves distinguished writers and

Winter Study Program

texts written from the patient's perspective. We shall focus especially on two of this literature's defining functions: its concern with "speaking the unspeakables" of medicine, the major but often unspoken issues in doctor-patient relationships and in doctors' professional lives as a whole (e.g., detachment, emotional involvement, spirituality, sexuality, feelings of competence and failure), and its highlighting of political, social, and cultural issues in health care frequently overlooked in traditional medical education and training. Readings may include: Chekhov's *Ward Number Six*, Tolstoy's *The Death of Ivan Ilych*, selections from William Carlos Williams' *Doctor Stories*, the poems of Dannie Abse and John Stone, the stories of Susan Onthank Mates and Thom Jones, contemporary narratives of illness by Reynolds Price, Lucy Grealy, and Kay Redfield Jamison, and samples from the early literature of the AIDS epidemic (e.g., Larry Kramer, Paul Monette).

Open to anyone concerned about the subject, but preference to students planning careers in health care or health policy and students confronting these issues in their own lives or communities. Evaluation will be based on the completion of two short writing assignments. Attendance and participation will also be taken into account.

No prerequisites. *Enrollment limit:* 15.

Cost to student: approximately \$40 for books.

Meeting times: afternoons, three two-hour sessions per week.

JOSEPH CADY (Instructor)
SWANN (Sponsor)

Cady was for many years the professor of literature and medicine in the Division of Medical Humanities at the University of Rochester Medical School. A visiting professor at the University of Utah Medical School and the City University of New York's Sophie Davis School of Biomedical Education, he is currently Adjunct Associate Professor of Medicine (Literature) at NYU Medical School.

ENGL 14 Poetry and Painting

In his essay on the relations between poetry and painting, Wallace Stevens asserts a deep affinity: "Where the poet does his job by virtue of an effort of the mind he is in rapport with the painter, who does his job with respect to the problems of form and color." Stevens continues an ancient tradition: long before Horace uttered his famous formulation, "ut pictura poesis," the Greek poet Simonides said that "poetry is a speaking picture, painting a silent poem." In 1712 Shaftesbury warned his readers to be suspicious of such equations: comparisons and parallels between painting and poetry are, he wrote, "almost ever absurd and at best constrained, lame and defective." After acquainting ourselves with the history of this debate, we will study particular poems and paintings, as well as the collaborations between painters and poets. We will confine ourselves to Western writers and painters including: Blake, Lessing, Ruskin, Turner, Stein, Auden, Stevens, Williams, Demuth, Creeley and Katz.

Requirements: one 10-page paper.

No prerequisites. *Enrollment limit:* 15.

Cost to student: none.

Meetings: mornings.

CLEGHORN

ENGL 15 Victorian Monsters

Victorian fiction conjured many of the monsters that still haunt our cultural imagination: Frankenstein, Dracula, Jekyll and Hyde, and miraculously resurrected (or surviving) dinosaurs. This course will focus on the original novels and stories from which these mythic figures emerged: Mary Shelley's *Frankenstein*, Robert Louis Stevenson's "The Strange Case of Dr. Jekyll and Mr. Hyde" Bram Stoker's *Dracula*, and Arthur Conan Doyle's *The Lost World*, considering their engagement with the dominant cultural anxieties of their day and the grounds of their enduring appeal. We will also discuss a few of the myriad film permutations of these stories, and students will do independent projects on the evolution of one of these figures in popular culture.

Requirements: one 4- to 5-page paper and one presentation.

No prerequisites. *Enrollment limit:* 15.

Cost to student: books.

Meeting time: mornings.

CASE

ENGL 16 The Rabbit Novels of John Updike

John Updike's four books about Harry Angstrom (nicknamed Rabbit) are now considered to be among the most engrossing, important fictions of the second half of the 20th century, and they also offer among the most astute and provocative analyses of American society in that period. We will read *Rabbit*, *Run*, *Rabbit Redux*, *Rabbit is Rich* and *Rabbit at Rest* both as works of art and as analyses of American culture over forty-some-odd years.

Requirements: several brief class reports designed to stimulate discussion, and a ten-page essay on some aspect of the novels, due at the end of the course.

Winter Study Program

No prerequisites. *Enrollment limit: 15. Preferences given to juniors and seniors, but sophomores and first year students are welcome to apply.*

Cost to student: books.

Meeting time: 10-noon, three times a week.

LAWRENCE GRAVER (Instructor)
SWANN (Sponsor)

ENGL 17 Shame

This course will focus on the idea of shame in contemporary fiction. Readings will include Rushdie's *Shame*, Coetzee's *Disgrace*, and one or two other novels. We shall also read excerpts from the philosophy and anthropology of shame, and the recent politics of shame (shame and torture). The course packet will include readings on related topics such as guilt, disgust, dirtiness.

Requirements: one final paper of ten pages.

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$25 for books and packet.

Meeting time: Tuesday, Wednesday, Thursday, 10-noon.

LIMON

ENGL 18 Comics, Comic Books and Graphic Novels

This course will explore the many forms of narrative that use pictures as their primary medium. We will examine graphic narratives from their beginnings in the 19th century to the present day. Artists might include Frank Miller, Art Spiegelman, Stan Lee, George Herriman and others.

Requirements: perfect attendance, class participation, a 10-page paper

No prerequisites. *Enrollment limit: 15.*

Cost to student: approximately \$100 for books.

Meeting time: mornings, three times a week.

MURPHY

ENGL 19 Structuring Your Novel

This course is particularly designed for students who are currently wallowing in the morass of their own novels, or who imagine themselves diving in and want to test the mud. Class time will be divided between lecture/discussions and workshops; for the first half of the course, we'll talk about different kinds of novels and different strategies for building them. I'll ask you to complete a number of short sketches or plot summaries, which we will discuss in class. But you'll also be working on a longer, more detailed summary, a scene-by-scene breakdown of an extended piece of prose fiction, which can either be some pre-existing project you bring in from outside the class, or else something generated out of the first two weeks. During the second half of the course, we will workshop these. The goal is to finish with one functioning, detailed outline and several small workable sketches. Please note that our time constraints will not permit us to look at or discuss in class any portions of an actual novel, but only these plot skeletons. I may, however, have time outside of class to look at some finished prose.

No prerequisites. *Enrollment limit: 12.*

Cost to student: none.

Meeting time: mornings, two three-hour sessions each week.

PAUL PARK (Instructor)
SWANN (Sponsor)

Paul Park is the author of seven novels and a collection of short stories.

ENGL 20 Hypnosis and Social Knowledge

What is hypnosis? What does it suggest about the vulnerability of the self to social and artistic influence? This course will explore such questions by looking at hypnosis as a narrative subject and as a model for the relationship of artwork to viewer. Simultaneously we will consider the ways hypnosis is actually used in psychotherapy and live theater, comparing its powers and limits in social practice to those imagined for it in art.

Materials for the course will include critical and historical readings; novels and films (for example, George Du Maurier's *Trilby*, John Frankenheimer's *The Manchurian Candidate*, Werner Herzog's *Heart of Glass*, the Farrelly Brothers' *Shallow Hal*) and self-hypnosis CDs. If possible, we'll take an all-day field trip to watch a performing hypnotist in action.

Evaluation will be based on rigorous class attendance, participation in class and on the field trip, and completion of a 12-page paper comparative paper.

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$100, for books and field trip.

Meeting time: 9:00-noon, Monday and Wednesday mornings, and one day-long field trip to be arranged.

ROSENHEIM

ENGL 23 Adorno's *Negative Dialectics*

Theodor Adorno was one of the twentieth century's most challenging thinkers—a German Jewish refugee who loathed the United States but ended up in Los Angeles, who had no hope for Germany

Winter Study Program

but returned there after the war. His intellectual contributions are too extensive to list—he produced groundbreaking work in philosophy, musicology, literary criticism, sociology, and political theory. His magnum opus is called *Negative Dialectics*, and its questions will be our questions: What is the responsibility of philosophy in the face of suffering? What kind of thinking is possible in a world reduced to rubble? Is it possible to produce a form of thought that does not dominate others, that cannot be put in the service of their domination? We will read all of *Negative Dialectics* with occasional, explanatory forays into Adorno's philosophical opponents.

Students will write a single 15-page paper.

No prerequisites, though prior exposure to critical theory or continental philosophy can't hurt. *Enrollment limit: 15.*

Cost to student: \$35.00 for books and materials.

Meeting time: afternoons, two hours three times a week.

THORNE

ENGL 24 Arabs on Atlantic Avenue: Arab-American Communities, Literature and Art (Same as American Studies 11 and French 11)

(See under Romance Languages—French for full description.)

ENGL 27 Piracy or Freedom? File Sharing, Open Source and Seed Patents: the Battle over Intellectual Property

"The Information Wants to Be Free!" Or does it? This course examines the role of copyright, patents, and other forms of intellectual property ("IP") protection in the digital age. Students will be introduced to a variety of viewpoints on information sharing and will explore the implications of current U.S. and international laws and conventions regarding the protection of various forms of IP, particularly music, films, computer software, and genetically-modified foods.

The history and evolution of IP protections will be discussed, as will the current systems used to compensate information creators (musicians, filmmakers, computer programmers, bioengineers, etc.). Battles over the control of IP—from Napster and MP3s to subsistence farmers in India and patented seed corn—will be explored. Finally, recent innovations in information sharing and protection—including CopyLeft, the General Public License, Creative Commons, the Digital Millennium Copyright Act, Business Method Patents, and others—will be introduced and debated.

Although many legal issues will be discussed, the nature of the inquiry pursued in this course is philosophical, not legal.

Evaluation will be based on a final paper, minimum 10 pages in length, presenting and justifying the student's position on the complex issues examined in the course. Attendance and class participation will also be taken into account.

No prerequisites. *Enrollment limit: 20.*

Cost to student: \$50.

Meeting time: afternoons, twice a week for three-hour sessions, which will consist of lectures, structured discussions, and in-class debates. Students will be required to read a wide variety of material outside of class.

BRIAN CABRAL (Instructor)
ROSENHEIM (Sponsor)

Brian Cabral is a local entrepreneur. He has founded and/or served as CEO of five computer software companies since graduating from Harvard University in 1983. One of his most recent start-ups is a Linux/Open Source services organization, funded with \$2 million in venture capital.

ENGL 30 Honors Project: Specialization Route

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

ENGL 31 Honors Project: Thesis

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

ENVIRONMENTAL STUDIES

ENVI 10 The Winter Naturalist's Journal

This course will explore the tools for studying the natural world through various uses of writing, literature, and drawing. Students will spend time outdoors learning the ecosystem of the Williamstown area and time indoors doing observational drawing, reflective writing, and reading and discussions of nature literature. The writing component of the journal will be the equivalent of a ten-page paper. The month's work will be contained in a nature journal, to be displayed and discussed as part of a final project.

Winter Study Program

Designed for students with interests in environmental studies, natural history writing, and drawing.
No prerequisites. *Enrollment limit: 12.*
Cost to student: \$50 for books and art supplies.
Meeting time: mornings.

CLARE WALKER LESLIE and CHRISTIAN MCEWEN (Instructors)
MERRILL (Sponsor)

Clare Walker Leslie has written eight books, six on drawing nature including, *Keeping a Nature Journal*. Christian McEwen is the editor of *Jo's Girls: Tomboy Tales of High Adventure, True Grit & Real Life*, and co-editor of *The Alphabet of the Trees: A Guide to Nature Writing*. She divides her time between teaching in the USA and Scotland.

ENVI 11 Images of Greylock: Interpreting Landscape Change (Same as Biology 11 and INTR 11)

The highest peak in southern New England (at 3491 feet above mean sea level) has long attracted the attention of residents, outdoor enthusiasts (Timothy Dwight in 1800), literati (including Hawthorne and Melville), and led Henry David Thoreau to remark "It would be no small advantage if every college were thus located at the base of a mountain..." Mt. Greylock has also been the subject of over a century of photography, a medium that has produced an archive of the natural disturbances (hurricanes, landslides, blizzards, etc.) and human interventions (agriculture, logging, charcoal production, road building, tower construction, etc.) that have occurred on its slopes. The purpose of this course is to collect and interpret historical images of Mt. Greylock, to digitally restore them, to interpret changes in evident in series of photographs made at the same location through time, and to document the contemporary views of these sites. The product of this endeavor will be a group digital research paper on the historical changes of the Mt. Greylock landscape, with each student contributing a chapter on a different view.

Evaluation will be based on participation in the collection, restoration, and interpretation of images and production of the digital research paper.

Prerequisites: none, but access to a high quality digital camera will be helpful. *Enrollment limit: 10.* Preference given to those who have an interest in photographic history and interpretation. Interested students should contact the instructor and complete a short questionnaire.

Cost to student: approximately \$40 for texts.

Meeting times: mornings, with three, all-day fieldtrips.

ART

ENVI 12 Landscape Photography (Same as Geosciences 12)

(See under Geosciences for full description.)

ENVI 13 The Law and the Literature of the Environment: The Environment on Trial (Same as Legal Studies 13)

(See under Legal Studies for full description.)

ENVI 16 Got Maps? An Experiential Exploration of Maps and Mapmaking in Contemporary Life (Same as Geosciences 16)

(See under Geosciences for full description.)

ENVI 17 Alaska: Land of Pipelines or Pipe Dreams?

The North has frequently been both characterized and mischaracterized by the many waves of miners, homesteaders, poets, easterners and westerners that have settled there. It is a storehouse of resources, a pristine wilderness, the last great place, or "the land that God forgot." How do we sort through this complexity and arrive at a common sense of the North? Is this possible or even desirable?

In this seminar course we will approach this issue by posing four questions related to the North: 1) What are the conflicted assumptions about land use and wilderness that Natives or non-natives hold in Alaska? 2) What are the key elements that describe and control the success or failure of northern development projects? 3) Is there a pattern, language, or mode of analysis which can be used to best analyze and represent these issues? And, finally, 4) Is there any way that our twenty-first century world views of wilderness can lead effectively to sustainable development in Alaska?

These and other questions will be approached through the examination of certain Northern case studies—the Exxon Valdez Oil Spill and Alyeska, gold extraction in the Pogo and Pebble mines, mining zinc and lead at Red Dog, the Bering Sea Fisheries and Project Chariot.

Format: seminar/project. Evaluation will be based upon a demonstrated feverish class interest and participation as well as a 10-page individual report on a topic of the student's own choosing.

No prerequisites. *Enrollment limit: 12.*

Meeting time: 10-noon, three times a week.

HENRY P. COLE '59(Instructor)
MERRILL (Sponsor)

Henry P. Cole '59 has lived in Alaska for 35 years and was the Science Advisor to Governor Steve Cowper at the time of the oil spill in 1989.

ENVI 18 State Environmental Politics (Same as Political Science 18)

Many environmental issues—air and water quality, land use and conservation, toxic chemicals and hazardous waste, environmental justice issues, public parks, beaches, and forests, and wildlife and their habitat—are decided, or strongly influenced, at the state level. This course examines how state environmental laws and policies are made, how they relate to those of national and local governments, and the effect those laws and policies have on the resources and values that people care about. Topics to be covered will include: federalism and environmental policy; the role of the media and organized interest groups in state environmental policy making; environmental justice in state law and policy; and the electoral significance—or lack thereof—of environmental issues. The course will include field trips to two state capitols, Boston and Montpelier, for meetings with state officials, media, and advocacy groups.

Format: seminar/discussion. Requirements: one short paper, take home final exam, participation.

No prerequisites. *Enrollment limit:* 12. Preference given to those students with permission of instructor.

Cost to student: \$100.

Meeting time: afternoons.

JAMES R. GOMES (Instructor)
GARDNER (Sponsor)

James R. Gomes is the Chief Executive Officer of the Environmental League of Massachusetts, an environmental advocacy and policy group.

ENVI 19 Introduction to Research in Environmental Science (Same as Chemistry 19)

(See under Chemistry for full description.)

ENVI 31 Senior Research and Thesis

To be taken by students registered for Environmental Studies 493-494.

GEOSCIENCES

GEOS 11 Science of Jurassic Park

The movie “Jurassic Park” was the one of the biggest hits in American film history and it sparked renewed interest in dinosaurs. What are the paleontological facts and theories behind the story and the dinosaur reconstructions used in this movie? The course will analyze the movie and the book it was based on by Michael Crichton. We will also read *Raptor Red* a novel by a “real paleontologist” to learn more about the world of the dinosaurs. Through discussion we will consider the feasibility of DNA recombination for recreating dinosaurs. Also we will consider the various facts and interpretations of dinosaur reproduction, their digestive system, metabolism, locomotion, defense and attack systems, and their intelligence.

Required reading: Michael Crichton: *Jurassic Park*, Robert T. Bakker: *Raptor Red*, selected passages from DeSalle & Lindley: *The Science of Jurassic Park and The Lost World*, and a selection of other scientific dinosaur articles.

Students are expected to write a 10-page paper on a dinosaur topic and present the result orally for group discussion. Course evaluation will be based on the assigned paper and oral presentation, as well as participation in group-discussions.

No prerequisites. *Enrollment limit:* 12.

Cost to student: approximately \$40 for books, a reading package and museum admission.

Meeting time: three times a week from 10 a.m.-noon. The course will start with a mandatory all-day field trip (Jan. 5th) to the American Museum of Natural History in New York for the exhibition: “Dinosaurs, ancient fossils, new discoveries.”

B. GUDVEIG BAARLI (Instructor)
M. JOHNSON (Sponsor)

B.Gudveig Baarli holds a Ph.D. in paleontology from the University of Oslo, Norway. She is a Research Scientist in the Department of Geoscience at Williams and has previously taught Winter Study courses on dinosaurs.

GEOS 12 Landscape Photography (Same as Environmental Studies 12)

This class will broaden students’ appreciation for the appearance and history of the landscape and teach the skills of making a successful photograph.

Williamstown, situated in a valley between the Green and Taconic Mountains and bisected by the Green and Hoosic Rivers, is a place of great natural beauty. The local landscape is a subject that inspires both professional and amateur photographers alike. While Williamstown will be the subject of most of our work, we will use it to learn principles of universal application. Students will discover the importance of light in making a photograph. They will also learn camera skills and the mechanics of photography to make slides, which will be reviewed at biweekly class meetings.

In addition to photographing and critiquing slides, the class will visit collections at the Clark Art Institute and WCMA to see original work and examine and discuss books on reserve at Sawyer Library.

Winter Study Program

An overview of the history of landscape photography will be provided with an emphasis on American workers such as Carlton Watkins, William Henry Jackson, Edward Weston, Ansel Adams, and Alvin Langdon Coburn. We will also demonstrate examples of different cameras such as medium format, view cameras, and panorama cameras.

Students will produce a body of successful photographs/slides which will be presented in a class web page.

Evaluation will be based on attendance, the student's photography and their presentation.

No prerequisites. *Enrollment limited to 15 with priority given to first and second-year students.*

Students will need a 35mm camera.

Cost to student: approximately \$60 for film and materials.

Meeting time: three mornings a week for the first two weeks and twice a week after that; short field trips will supplement the morning meetings.

NICHOLAS WHITMAN (Instructor)
DETHIER (Sponsor)

Nicholas Whitman is a professional photographer and the former Curator of Photography at the New Bedford Whaling Museum. A 1977 graduate of the Rochester Institute of Technology, he has honed his craft to make landscape and photographs of power and depth.

GEOS 16 Got Maps? An Experiential Exploration of Maps and Mapmaking in Contemporary Life (Same as Environmental Studies 16)

This Winter Study will be a short course in finding, evaluating and making maps. Students will research map and data sources, and develop criteria to evaluate their findings. Through a series of map-making exercises students will work to develop the necessary skills to produce their own maps with data of their choice. Maps could potentially range from hometown neighborhoods to results of student research.

Evaluation will be based on class attendance, participation and a presentation supported by a visual display of student generated maps. Maps will be submitted for inclusion in the Winter Study Exhibition.

No prerequisites. *Enrollment limit: 10.*

Cost to student: approximately \$35.

Meeting time: mornings. The course will meet two times a week for 2 hours with additional lab time.

SHARRON MACKLIN and TREVOR MURPHY (Instructors)
DETHIER (Sponsor)

GEOS 25 Caves and Karst Geology of Northern Spain

From artistic sanctuary for early cultures to drinking water reservoirs for modern cities, cave systems serve as a vital, albeit mysterious, cradle for civilizations. The stalagmites and stalagmites that adorn many caves provide important archives of past climate. Rounded cobbles cemented high on cave walls tell of the underground river systems that once carved channels through the rock, abandoned as the rivers cut down into deeper levels of the earth. In this field course we explore the geology and hydrology of the cave and karst system in the Asturias-Cantabrian region of northern Spain. This area has dramatic relief with 9,000 foot mountains within 100 miles of the scenic rocky coast, a rich cultural history of prehistoric cave paintings. We will work in several cave systems, mapping evidence for ancient river levels, identifying promising stalagmite fields for paleoclimate reconstruction and making preliminary chemical analysis on stalagmites. We will also evaluate cave hydrology and risk of groundwater contamination to cave aquifer systems. Our field work in caves will complement examination of geological and topographic maps, analysis of historical climatic data, and our ongoing monitoring of cave dripwater chemistry in the area. In Northern Spain, we will be based in dorms at the University of Oviedo but will take one extended field trip. Students will complete team projects including a final poster presentation at the end of the course.

Reasonable physical condition is strongly recommended for moderate hiking inside and outside of the cave systems. Preference is given to students who have taken a 200 level Geosciences course or who have other comparable science and field experience.

Enrollment limit: 8.

Students will learn basic geological field techniques and have the opportunity to contribute to original research on karst hydrology in the area. Final projects will allow them to apply this knowledge of karst hydrogeology to specific problems, including protection of cave painting resources, protection of groundwater resources, reconstruction of past climates, and river incision records.

Cost to student: approximately \$1500.

STOLL

GEOS 31 Senior Thesis

To be taken by students registered for Geology 493-494.

GERMAN

GERM S.P. Sustaining Program for German 101-102

Something new and different for students enrolled in German 101-102. Practice in the use of German for everyday purposes; creation and performance of short dramatic sketches through group collaboration; games; songs; storytelling; reading. No homework.

Requirements: active participation and regular attendance earn a "Pass" grade.

Prerequisites: German 101 or equivalent. Limited to German 101-102 students.

Cost to student: approximately \$5 for photocopied materials.

Meeting time: mornings, 3 times a week 9-9:50 a.m.

GRUBER, DELACROIX

GERM 43 Introduction to Scientific Cynicism #43 (Same as Special 43)

Scientific cynicism—scicyn—studies the ways human beings encounter and manage Truth. It rests on the assumption that Truth is not only knowable but also readily accessible to most, if not all, humans throughout their lives. Hence, it views humans not as striving toward Truth, as usually represented in or by biology, art, history, philosophy, literature, psychology, physics, and religion (among other disciplines), but instead as struggling to evade It. Scicyn was first proposed by F. I. Breucker, a German-American thinker who died in 2000. She laid out its principles, core terms, and main lines of inquiry. Her unpublished writings are being compiled and edited by Bruce Kieffer. Introduction #43 presents scicyn in a form that is sufficiently compatible with academic styles of reading and discussion as to be suitable for a WSP course. We will approach scicyn by focusing on its stance towards those thinkers and writers who are often judged the most cynical in Western intellectual and literary history: Diogenes of Sinope, Machiavelli, Hobbes, Baudelaire, Nietzsche, and Beckett. We will read selected texts by and on these figures and consider Breucker's critiques of them as unscientific and therefore false cynics. All readings in English.

Requirements: active participation, three 3- to 4-page presentations/papers.

No prerequisites. *Enrollment limit: 15. Preference to seniors.*

Cost to student: less than \$30.

Meeting time: three 2-hour morning meetings weekly.

B. KIEFFER

GERM 25 German in Germany

Begin or continue study of German at the Goethe Institute in Germany. The Goethe Institute program attracts students from all over the world. A typical course meets for four weeks, 18 hours/week, generally providing the equivalent of one semester course at Williams. To earn a pass, the student must receive the Goethe Institute's *Teilnahme-Bestätigung* which denotes regular attendance at classes, completion of homework, and successful completion of a final test. Students wishing to apply must fill out an application, obtainable in the office of the Center for Foreign Languages, Literatures, and Cultures in Weston, or online at www.goethe.de, and return it to the Goethe Institute as soon as possible (admission is on a first-come, first-served basis).

No prerequisites, but any student interested in beginning German with this course and then entering German 102 at Williams should contact Professor Druxes by December 1, at the latest. *Enrollment limit: 15. Not open to first-year students.*

Cost to student: \$1600 to \$2100 for tuition and room and board, plus round trip travel costs. The Goethe Institute arranges for room and board at various levels upon students' request, but students must make their own travel arrangements. This course is not defined as a "trip" for financial aid purposes. The maximum reimbursement to financial aid students is \$500.

DRUXES

GERM 30 Honors Project

To be taken by honors candidates following other than the normal thesis route.

GERM 31 Senior Thesis

To be taken by students registered for German 493-494.

HISTORY

HIST 10 "Queer" in the 'Fifties: British Histories and Identities

As currently used, the term "queer" refers to any number of identities and practices that fall outside the realm of normative heterosexuality. By contrast, the term had a more limited meaning in Great Britain in the 1950s: it was simply the term of choice used by many homosexual men to designate themselves—men who viewed the term "gay" to be an offensive, American vulgarism. But what did it actually mean to be "queer" in Britain in the 1950s? How was homosexuality understood and "queerness" experienced by men in this decade? This course will attempt to address these questions through an examination of the historical evidence of a way of life that today, half a century later, seems increasingly alien, archaic and remote. In many respects, the period from the late 1940s to early 1960s is a crucial one in "queer" British history: it was then that an increasingly visible male homosexual subculture

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elicited a number of “moral panics” in the media, that novelists and film-makers began to deal “honestly” with what was termed the “problem of homosexuality,” that a government commission (the Wolfenden Committee) recommended the partial decriminalization of male homosexuality, and that a cautiously reformist homosexual rights movement was established. This course will examine a wide range of documentary evidence pertaining to these phenomena. We will consider works of fiction (such as Mary Renault’s *The Charioteer* and Rodney Garland’s *The Heart in Exile*), two feature films (*Victim* and *The Leather Boys*), autobiographies (Peter Wildeblood’s *Against the Law*), official documents (*The Wolfenden Report*), tabloid newspaper articles, and a number of medical and psychological treatises on the “condition” of homosexuality. In so doing we will attempt to map the complex articulation of “deviant” male sexual identities in Britain in the 1950s and explore the subjective experience of a mode of selfhood very different from our own.

Evaluation based on class attendance and participation, one in-class presentation, and a 10-page paper.

No prerequisites. *Enrollment limit: 15 (preference, if oversubscribed, to students in History and Women’s and Gender Studies).*

Cost to student: approximately \$40 for books and course packet.

Meeting time: Monday, Tuesday, and Wednesday afternoons and two additional film screenings.

WATERS

HIST 11 The Great Kahoona: The Surfer in the Modern Popular Imagination

In his 1784 *A Voyage to the Pacific Ocean*, Captain James Cook became the first westerner to describe the ancient Polynesian sport of surfing. Observing a wave-rider in Tahiti, Cook wrote, “I could not help concluding that this man felt the most supreme pleasure while he was driven on so fast and so smoothly by the sea.” Since then, the sport of surfing has fascinated the modern popular imagination for its graceful beauty, communion with the sea, and laid-back life-style. This winter study explores the evolution of the image of the surfer in modern American literature and cinema. We will survey what literary luminaries like Mark Twain, Herman Melville, Jack London, and Tom Wolfe had to say about surfing, and we will read three classic surf novels, Daniel Duane’s *Caught Inside*, Kem Nunn’s *The Dogs of Winter*, and Alan C. Weisbecker’s *In Search of Captain Zero*. We will also watch some of the most influential movies for the evolution of the image of the surfer-dude (and surfer-babe), such as *Gidget*, *The Endless Summer*, *Big Wednesday*, *Apocalypse Now*, *Fast Times at Ridgemont High*, *Blue Crush*, and *Riding Giants*. The goals of this winter study are to instill students with an appreciation of surfing’s colorful history and culture, give them a taste of the “stoke,” and inspire at least some of them to take up the sport.

Evaluation will be based on attendance, participation, attitude, and a 10-page final paper.

No prerequisites. *Enrollment limit: 30 (expected: 10-20).*

Cost to student: approximately \$50.00 for books. (Attire in Hawaiian shirts is recommended but not required.)

Meeting time: afternoons, Tuesday and Wednesday.

GOLDBERG

HIST 12 The Unremembered Genocide: the Armenian Genocide

Between the years 1915 and 1923, the Ottoman Turkish government engaged in the systematic mass murder of its Armenian population, killing some one and a half million Armenians. Yet, outside of Armenian communities, few people know about this genocide. Through film, literature, and primary sources, we will study the history of the Armenian genocide and the Armenians’ moral and political struggle to gain worldwide recognition of the genocide. In addition, we will spend one class session each week researching primary source documents related to the assigned texts, which include Franz Werfel’s best-selling novel from the 1930s *The Forty Days of Musa Dagh*, director Atom Egoyan’s 2002 film *Ararat*, and selected memoirs and historical accounts.

Evaluation will be based on completion of three short research assignments (3-4 pages each), attendance, and class participation.

No prerequisites. *Enrollment limit: 15. Priority to first-years and sophomores.*

Cost to student: \$40 for books and photocopies.

Meeting times: mornings. We will meet three times a week for two-hour sessions. Each week, one session will focus on developing research skills and conducting research. The other two sessions each week will be dedicated to discussion of readings and films.

GARBARINI and LORI DUBOIS

Lori DuBois is a Reference and Instruction Librarian at Sawyer Library. She received her M.S. in Library Science in 1997 from the University of Illinois at Urbana-Champaign.

HIST 13 The Historian as Detective

This course will bring students into close physical and intellectual contact with the papers of notable nineteenth-century Americans: Presidents, literary figures, and leading social reformers. Students will have a rare opportunity to work with original manuscripts of people like Governor Thomas Hutchinson, Thomas Jefferson, John Quincy Adams, Abraham Lincoln, Theodore Roosevelt, William Cullen Bryant, John Brown, and Dorothea Dix, to cite a few representative examples. All docu-

ments are part of the Chapin Library's manuscript holdings, and all work for this course will be done in Williamstown.

Research into any historical topic requires some knowledge of what historical editors do and frequently calls for editing on the part of the researcher. It is detective work that begins with the simple existence of a document but then turns it over, analyzes it, relates it, evaluates it, and finally draws conclusions. In this course students will learn to transcribe a document accurately and to make sense of it as well.

In the first week daily classes will introduce past and present editorial practices and rationales and allow work on more easily read Presidential letters. In sessions during each of the second and third weeks, additional points of historical editing will be discussed, while work is done on somewhat more challenging letters in the William Cullen Bryant papers and the "reformer files" of the Julia Ward and Samuel Gridley Howe papers. Class sessions will be held at the end of the fourth week in which students will present and discuss an important historical or literary document or letter series each has earlier selected for editing.

Students will be expected to attend all class meetings and present a medium-length paper on the document or letter series each student selects as his or her special editing project. The instructors also expect everyone who registers for this course to commit themselves to the hard work and high research standards required in serious historical editing.

Enrollment limit: 10.

Cost to student: less than \$50 for books and Xerox materials.

Meeting time: mornings, 2-3 times per week. Original documents students will be working with will be available for consultation from 1-5 p.m., Monday-Friday in Chapin Library.

DEW and ROBERT VOLZ

HIST 14 American Wars: Directed Independent Reading and Research

An independent reading and research course on American wars from colonial times to the present. All participants will share a few common readings, but there will be no formal classes. Instead, each participant will meet individually with the instructor to develop a unique reading list on a topic of their choice. Once their topic is decided, they will spend the rest of the Winter Study researching and writing a substantial paper (at least 25 pages) on their topic.

Prerequisites: none, except interest in American military history. *Enrollment limit: 20.*

Cost to student: \$40 for books.

Meeting time: no formal classes.

WOOD

HIST 15 Martin Luther King Jr.'s Moral Vision for Today

We hear much these days about the role of "moral vision" in American politics and social change. Conservatives seem to have cornered the market on moral values and vision, while progressives and "secular fundamentalists" flounder in fostering their own moral discourse. This has not always been the case. During the 1960s the progressive moral vision was a force to be reckoned with, especially as articulated by Rev. Martin Luther King Jr. and the Civil Rights Movement. King's prophetic vision is even more relevant for our time as for his own. This course will explore King's prophetic moral vision as a "work in progress"—looking at its grounding in African-American spirituality, its shaping by his mentors and fellow leaders, and how it deepened to grapple with issues of global peace, economic justice, human rights, and his "revolution of values." Two films will be shown: *Citizen King* and *The Promised Land*.

Each student will write a 10-page essay on how King's vision speaks to current issues of racism, sexism, homophobia, war, terrorism, poverty, planetary peril, depersonalization, and faith-based politics. Full class participation mandatory.

No prerequisites. *Enrollment limit: 20.*

Cost to student: approximately \$50 for reading materials.

Meeting time: 2-3 afternoons per week.

S. BURNS

HIST 16 Genealogy

In this course, students will become familiar with the basic methodology of genealogical research and use this information to create a family history. Students will conduct research using primary and secondary sources, including vital records (birth, marriage and death certificates), federal and state census records, immigration records, military service and pension records, naturalization records, probate and court records, newspapers, city directories, and published genealogies. Students will index vital records in Williamstown Berkshire County and Pownal Bennington County Vermont to learn what information is included in the records and become familiar with computerized databases. The course will be held at the National Archives and Records Administration Center at Conte Drive Pittsfield to gather Federal Records and then include field trips to local libraries, local town clerks offices. Students will complete a family history using both secondary and primary sources. They will become familiar with the process of historical research including formulating theories, finding evidence through various media (including oral interviews, records, ephemera, and published sources), and drawing conclusions based on that research.

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Requirements: students will complete a family history equivalent to a 10-page paper.
No prerequisites; students should have some basic family knowledge such as names and locations including counties of ancestors on April 1st in 1930. *Enrollment limit: 15.*
Meeting time: mornings, three times a week.

ALAN HORBAL (Instructor)
W. WAGNER (Sponsor)

Alan Horbal has worked as a volunteer at the National Archive and Record Center in Pittsfield, Massachusetts since 2001.

HIST 17 American Strategy in World War II: War Plans and Execution

During the Second World War, the United States fought a global conflict. By late 1943, for example, American forces were in combat in Italy, New Guinea, the Solomon Islands, and the Central Pacific. The war against the U Boat threat and the air war against Germany continued with increasing intensity, and the allied staffs were engaged in planning the 1944 invasion of France. To achieve the nation's basic political objective—the unconditional surrender of Germany and Japan—the United States devised a series of strategic and operational war plans for both the European and Pacific areas of operation. A number of factors including inter-allied and inter-service disputes, logistics, and enemy actions frequently led to results that were quite different from the planners' expectations. The course will examine the major U.S. war plans using selected readings and a number of actual plans. The course will then explore the realities of battle and the differences between plans and execution.

Requirements: class participation, attendance, and a 10-page essay.

No prerequisites. *Enrollment limit: 30.*

Cost to student: \$40 for books and Xeroxes.

Meeting time: afternoons, twice a week for three hours.

STEVEN ROSS '59 (Instructor)
W. WAGNER (Sponsor)

Steven Ross, '59, holds the Admiral William V. Pratt Chair of Military History at the Naval War College in Newport, Rhode Island.

HIST 31 Senior Thesis

To be taken by students registered for History 493-494.

KITTLESON

INTERDEPARTMENTAL PROGRAM FOR EXPERIMENTAL AND CROSS-DISCIPLINARY STUDIES

INTR 11 Images of Greylock: Interpreting Landscape Change (Same as Environmental Studies 11 and Biology 11)

(See under Environmental Studies for full description.)

INTERNATIONAL STUDIES

INST 26 Arabic in Cairo

Students will travel to Cairo and enroll in a January term intensive Arabic course at the American University of Cairo. The course meets four hours a day with additional practice sessions. Students will live in the dormitories of the university and make occasional day trips around Cairo to practice Arabic and see the Pharonic and Islamic sights.

Successful completion of the WSP course will depend on successful completion of the course. Students enrolled in the course will also need to attend three preparatory meeting during the fall.

Enrollment limit: 8.

Cost to student: approximately \$3600.

BERNHARDSSON

INST 30 Senior Honors Project

To be taken by candidates for honors in International Studies.

JEWISH STUDIES

JWST 13 In the Beginning: Fundamentals of Hebrew (Same as Special 13)

In the Beginning: Fundamentals of Hebrew will introduce students to the basics of Hebrew grammar and vocabulary, which are shared by ancient biblical and modern Israeli Hebrew. After learning the alphabet and becoming familiar with the structure of the language, we will analyze and translate short texts from different periods of history, from the Bible (Genesis, the Book of Ruth) through the Middle Ages (Maimonides) into the modern period (Israeli poetry). The goal of the course is not to learn to speak Hebrew but to acquire some basic tools for decoding one of the world's most fascinating and

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long-lived languages.

Cost to student: approximately \$30 for one textbook and a xerox packet .

Meeting time: three times a week for 2 hours, with homework assignments for each class, regular quizzes and tests, and a final translation assignment.

SALLY FREEDMAN (Instructor)
HOPPIN (Sponsor)

Sally Moren Freedman received her Ph.D. in Assyriology in 1977 from the University of Pennsylvania and continued at the university as a research associate in the Babylonian section of the University Museum while lecturing in the Oriental Studies Department. She went on to teach Old Testament Studies at Princeton Theological Seminary.

LATINO STUDIES

LATS 10 Gender and the Latino Urban Scene

Conventionally the urban scene has been imagined and portrayed in strictly masculine terms. In this course, we will review classic and more contemporary texts about Latino city life in an effort to think more critically about how males and females, specifically Latinos and Latinas, experience, navigate, and possess urban milieus. Working with ethnography, literature, critical essays, and film, we will consider how gender as well as race and class is depicted, performed, and inscribed in notions of urbanity. Course materials include, but are not limited to, ethnographic studies by Elena Padilla, fiction by Piri Thomas and Angie Cruz, and the films *Girlfight* and *Manito*.

Evaluation will be based on class participation, class presentations, and one 10-page paper.

Enrollment limit: 15.

Cost to student: approximately \$50 for books and photocopies.

Meeting time: afternoons, 3 sessions per week.

RUA

LEADERSHIP STUDIES

LEAD 11 Justice and Public Policy (Same as Political Science 19)

The course will examine four or five significant public policy matters which have been resolved by the court system. These might include abortion, affirmative action, death penalty, election laws, free speech/obscenity. The focus of the course will be on the process involved in resolving the issues in the courts, the competing interests involved, the public impact of the decisions and, in most cases, the difficulty of resolution. Students will spend two-three days in Boston where they will have the opportunity to witness activities at the Middlesex County District Attorneys Office and meet with representatives of the federal and state judiciary.

Requirements: 10-page paper and regular participation in class.

No prerequisites. *Enrollment limit: 16. If the course is overenrolled, students will be asked to write a short essay to determine selection.*

Cost to student: none, but students will be responsible for obtaining lodging for two nights in Boston, Massachusetts.

Meeting time: mornings, Monday and Thursday—all day while in Boston. Students will meet in December prior to the break to discuss logistics and expectations for the course.

MICHAEL B. KEATING '62 and MARTHA COAKLEY '75 (Instructors)
G. GOETHALS (Sponsor)

The course will be taught by Michael B. Keating '62, a trial lawyer with the Boston law firm of Foley, Hoag & Elliot, LLP, and Martha Coakley '75, District Attorney for Middlesex County.

LEAD 12 Epidemiology, Public Health and Leadership in the Health Professions (Same as Chemistry 12)

(See under Chemistry for full description.)

LEAD 18 Wilderness Leadership

This Winter Study project is for students who would like to participate in an off-campus experiential education opportunity. Students will be required to research an appropriate accredited program i.e. National Outdoor Leadership School, Outward Bound etc., that will provide a suitable learning environment and be at least 22 days in length. The Director of the Williams Outing Club will assist students in their search if necessary. Upon choosing a program and being accepted, students will meet with the Director in a pre-program meeting in December to create a framework for observing group dynamics and studying a variety of leadership styles. A required ten-page paper based on their journals will be required immediately after their return to campus for the start of third quarter. There will also be a follow up class to debrief the experience in the first week of February. All programs must meet with the approval of the Outing Club Director.

Requirements: course approval by WOC Director, daily journal writing with focus on leadership and

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group dynamics, ten page paper and 2 class meetings pre and post trip.

Student assessment will be based on ten page paper and class discussions.

No prerequisites. Not open to first-year students. Interested sophomores, juniors and seniors must consult with WOC Director before registration. *Enrollment limit: 20.*

Cost to student will vary depending on the program selected—range is generally from \$1,500-3,000.

SCOTT LEWIS, Director of the Outing Club

LEAD 25 Hawaii, Before, During, and After Pearl Harbor

This travel course on Hawaii during World War II focuses on the prelude to World War II in the United States and in Japan, the attack on Pearl Harbor, the effects of martial law on Hawaii, and local Hawaiian resistance to the internment of Japanese-Americans in Hawaii. The course will include analysis of the remarkable ethnic and racial changes in Hawaii over the last sixty years and will conclude with an appraisal of the ethnic and political situation in Hawaii today.

There will be extended visits to Pearl Harbor, Ford Island, Schofield Barracks, Fort DeRussy, the state archives, Iolani Palace and other sites in Honolulu and on the island of Oahu. Students will do extensive research in the state archives and write papers on some aspect of Hawaiian life under martial law. The course will emphasize the interrelations of social, military and political history and on-site study. The first week of Winter Study will be spent in Williamstown, focusing on the build-up to war in the United States, Europe, and Japan. Then we will travel to Honolulu where the rest of the course will take place.

Enrollment limit: 9. Permission of instructor required. Preference given to History and Political Science majors and Leadership Studies concentrators.

Cost: \$2950.

DUNN and JAMES MACGREGOR BURNS

LEGAL STUDIES

LGST 13 The Law and the Literature of the Environment: The Environment on Trial (Same as Environmental Studies 13)

This course will trace the development of an American consciousness towards the environment through an examination of our law and our literature. It will consider the historical and political roots of that development as well. The term "law" includes state and federal judicial decisions and legislation, particularly during the presidency of Theodore Roosevelt and during the decades which followed the year 1960 when much of the legal basis for the American environmental protection movement was established. The term "literature" includes not just the written word but also painting, sculpture, and music. This course will examine the historical and legal choices we as Americans have made which have put our environment on trial. What has occurred in our development as a people that explains this quintessentially American phenomenon? Our journey begins with the Puritans of New England and the planters of Virginia and their predecessors in the New World. Among the other subjects to be considered are the influence of the frontier and the important role played by the ready availability of seemingly endless land, Thomas Jefferson and the Lewis and Clark Expedition, Emerson and Thoreau, the paintings of Thomas Cole, Albert Bierstadt, Frederick Remington and others, the beginning of the environmental protection movement in the later half of the 19th century, Frederick Jackson Turner and the end of the frontier in 1890, the establishment through federal legislation of the forest reserve and the national park systems, Theodore Roosevelt and the debate between conservation v. preservation, as presented by Gifford Pinchot and John Muir, the music of Aaron Copeland, Woody Guthrie and others, Rachel Carson and Silent Spring, environmental "trigger" disasters, the crucial year, 1960, and the decades that followed, full of new laws and judicial opinions interpreting those laws, NEPA, EPA and the evolving role of the courts, Mr. Justice Douglas' dissent in *Sierra Club v. Morton*, and the approach of the current national administration.

Evaluation will be based on attendance and classroom participation. Students will prepare three short papers, 3 to 4 pages each, which will present one or more sides of an issue and form the basis for classroom discussion. They will be asked to defend or reject the conclusions reached or approaches taken by our courts and legislatures and by our literature, as broadly defined, on environmental issues.

No prerequisites. *Enrollment limit: 20.* This course is appropriate for students eager to explore the material presented and prepared to argue assigned positions on important legal, literary and historical issues.

Cost to students: approximately \$60 for books and materials.

Meeting time: mornings. 3 two-hour sessions a week.

PHILIP R. MCKNIGHT '65 (Instructor)

L. KAPLAN (Sponsor)

Philip R. McKnight '65 is a trial and appellate attorney. At Williams he completed the honors program for both American History and Literature and European History. He earned his law degree from The University of Chicago Law School and then practiced in the state and federal courts of New York and Connecticut, as well as in Europe.

LINGUISTICS

LING 12 Preliminary Introduction to American Sign Language (Same as Women's and Gender 12 and Special 12)

This course introduces students to basic knowledge about American Sign Language and deaf people. Emphasis in this preliminary introduction to ASL is on developing rudimentary receptive, expressive and interactive skills through an intensive immersion in ASL. Students will also be introduced to deaf history, culture and politics. This course is designed to help nonsigners develop rudimentary skills, to introduce them to the complexity of ASL, and to cultivate interest in further study of the language. Evaluation will be based on attendance, participation, quizzes, and student produced videotapes of their own expressive skills. Students will also be expected to spend an hour outside of class each week viewing native ASL signers.

No prerequisites. *Enrollment limit: 15 (expected: 10).*

Cost to student: \$40.

Meeting times: 3 two-hour meetings per week in the afternoon.

LAURIE BENJAMIN (instructor)
SANDERS (sponsor)

Description of Adjunct: Laurie Benjamin (Instructor) is a graduate of the University of Massachusetts in multicultural and international education. Ms. Benjamin has taught deaf students at the secondary level. She is a nationally certified ASL interpreter with extensive experience in a wide range of interpreter settings including mental health, legal, and performance interpreting. In addition to working as a free-lance interpreter for the deaf, she is currently teaching ASL to students at Williamstown Elementary School.

MATHEMATICS and STATISTICS

MATH 12 Forgot Math?

This course is for those students who want additional preparation before entering Calculus 103, 104, or 105/106, or Statistics 201, but do not want to take a full-semester course. Each student entering the course will be interviewed and we will agree on a contract of topics of study, exercises to complete, and a schedule. The student will be self-guided with as much support needed from the instructors open class hours. This course will be rounded out by reading *Calculus Gems* by George Simmons, with exercises, discussions, and a 10-page book report.

Evaluation will be based on fulfillment of individual contracts, and completion of exercises, and book report, and participation in group discussions.

No prerequisites. Each student must be interviewed before being accepted into the course. *Enrollment limit: 15.*

Cost to student: approximately \$35 for text.

Meeting time: All students will meet as a group for one hour every week, followed by individual and open hours as students work on their contract.

S. JOHNSON

MATH 13 Roulette

Although only considered the "third" table game throughout casinos in the United States (behind Blackjack and Craps), Roulette is a traditional and fascinating game, having its roots in 17th century France. Part of the fascination for that game, besides its aristocratic feel is that it allows for both small and huge wins and offers bets at relatively favorable odds. This course takes a closer, analytical look at this elegant game. We will study basic probability concepts to derive odds for various bets and learn how to use the computer to simulate various playing strategies, statistically analyzing their merits or shortcomings.

Requirements: at least one of the three weekly meetings will be held in the computer lab.

Evaluation will be based on small weekly assignments and not on the amount of cyber dollars won.

No prerequisites are required other than a genuine interest in analytical thinking and computer programming. *Enrollment limit: 15.*

Cost to student: none.

Meeting time: mornings.

KLINGENBERG

MATH 14 Can You Keep a Secret? An Introduction to Cryptography

Is your ATM account number safe? What about your purchases on the web? In this age of the Information Superhighway, how can you be sure your data, your electronic transactions, ultimately your money is safe? In this course we will explore the 4000 year old science of secret writing known as cryptology. We will learn how the ancients kept their secrets safe all the way to why that on-line purchase you just made is secure (mostly).

Evaluation will be based on homeworks and exams.

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Prerequisite: although a wide range of mathematics will be used, proficiency in and comfort with algebra is sufficient (prerequisites Mathematics 101). *Enrollment limit: 20.*

Cost to student: \$50 for text.

Meeting time: mornings.

LEW LUDWIG (Instructor)
BURGER (Sponsor)

Professor Ludwig is in his fourth year at Denison University. He is a national Project NExT Fellow and active in undergraduate research and presentations. He has won several teaching awards and grants including the University College Graduate Associate Outstanding Teaching Award at Ohio University.

MATH 15 Math and Music (Same as Music 15)

(See under Music for full description.)

MATH 16 Knitting: The Social History and Craft Form (Same as Special 16)

Creating fabric out of interlocking loops can be traced back to the Neolithic period, and knitted like artifacts 1600 to over 2000 years old have been found in Egypt, Peru, and Sweden. Knitting requires little machinery and can be done almost anywhere yet requires a significant amount of learned skill. Knitting techniques have been handed down through generations, shared in small groups, and transferred between cultures as trade routes emerged. The social history of knitting is a rich reflection of the history of culture.

This course examines the social history and technique of this important craft. We will examine the social history of knitting through a sequence of readings, lectures, and discussions. Reading list includes: *No Idle Hands: The History of American Knitting*, by Anne L. MacDonald, related articles provided by the instructor, and *Reader's Digest Knitter's Handbook*, by Montse Stanley.

We will engage a series of project samples designed to introduce and improve skills of beginning knitters, starting with simple blanket squares, a knitted cap, and culminating in a final project of a basic sweater. Students will also be required to select and research some aspect of knitting and write a 10-page research paper. Topics will need pre-approval of the instructor.

Evaluation will be based on participation, projects and a final 10-page research paper.

No prerequisites. *Enrollment limit: 15. Preference will be given to first-year and beginning knitters.*

Cost to student: approximately \$70 for materials kit and \$45 for textbooks.

Meeting time: three days per week from 4-6 p.m.

M. JOHNSON (Instructor)
BURGER (Sponsor)

Mary Johnson, M. Ed., an experienced knitter who has worked professionally for the NYC designers KnitWits, Lane Borgesía, and is currently a project knitter for Storey Publishing. Mrs. Johnson is a third grade teacher at Williamstown Elementary School.

MATH 17 Humor Writing (Same as Special 29)

What is humor? The dichotomy inherent in the pursuit of comedic intent while confronting the herculean task implicit in the comprehension of the transient nature of adversity can ratchet up the devolving psyche's penchant for explication to a catastrophic threshold, thwarting the ecstatic impulse and pushing the natural proclivity for causative norms beyond the possibility of pre-situational adaptation. Do you know what that means? If so, this is not the course for you. No, we will write funny stuff, day in and day out. Or at the very least, we will think it's funny. Stories, essays, plays, fiction, nonfiction, we'll try a little of each.

Is laughter the body's attempt to eject excess phlegm? Why did Plato write dialogues instead of monologues? Who backed into my car in the Bronfman parking lot on the afternoon of March 2, 2004? These are just a few of the questions we will explore in this course. Plan to meet 6 hours a week in the morning, and to spend at least 20 hours a week on the course. No slackers need apply. Produce or become produce. All students will submit at least one piece of work for publication.

Requirements: reading, attendance, participation and writing at least 20 pages of material.

Prerequisites: sense of humor (broadly interpreted.) *Enrollment limit: 15.*

Cost to student: no more than \$30.

Meeting time: mornings.

C. ADAMS

MATH 18 Introductory Photography: People and Places (Same as Special 18)

This is an introductory course in photography, with an emphasis on color photography and using the digital camera. The main themes will be portraiture and the landscape. No previous knowledge is assumed, but students are expected to have access to a 35 mm (or equivalent) digital camera, preferably with manual override or aperture priority. The topics covered will include composition, exposure, camera use, direction and properties of light, and digital imaging. Students will develop their eye through the study of the work of well-known photographers and the critical analysis of their own work. We will discuss the work of contemporary photographers such as Mary Ellen Mark, Joel

Winter Study Program

Meyerowitz, Constantine Manos, and Eugene Richards. Students will be expected to spend a considerable amount of time practicing their own photography outside of class. There will be one required local half-day field trip. Students will also be introduced to the program Photoshop, and will work on their own pictures with this program.

Evaluation will be based on class participation, an in-class quiz and a final project.

No prerequisites. *Enrollment limit: 10.*

Cost to the student: \$50 for the purchase of a text.

Meetings time: mornings.

SILVA

MATH 30 Senior Project

To be taken by candidates for honors in Mathematics other than by thesis route.

MATH 31 Senior Thesis

To be taken by students registered for Mathematics 493-494.

MUSIC

MUS 10 Symphonic Winds

Students enrolled in Symphonic Winds will rehearse and prepare music in preparation for a February 2005 concert performance. Students will participate in a variety of performance settings from full ensemble to various chamber ensemble settings (both conducted and unconducted). Students will be responsible for preparing their individual parts (including both instrumental practice and required listening/reading) and attending all rehearsals and composer lectures to which they are assigned by the instructor.

Evaluation will be based on individual performance and preparation, and, as necessary, written assignments.

Repertoire will be selected based on enrollment. Possible repertoire to be studied during Winter Study includes, but is not limited to: W. A. Mozart: *Don Giovanni* and/or *Idomeneo*; Robert Saxton: *Paraphrase on "Idomeneo"*; Kurt Weill: *Little Threepenny Music*; Daron Hagen: *Bandanna*, Adam Gorb: *Towards Nirvana*, Dana Wilson: *Piece of Mind*, and music of John Adams, Louis Andriessen, Susan Botti, Richard Danielpour, Jean Françaix, Don Freund, Peter Fricker, Michael Gordon, Charles Ives, David Lang, Steve Martland, David Maslanka, Einojuhani Rautavaara, Steve Reich, Sylvestre Revueltas, Roberto Sierra, Jan Sweelinck, and Michael Torke. In addition, the ensemble will prepare the premiere of a percussion concerto by Williams College Assistant Professor Ileana Perez-Velazquez, as well as selections from Leonard Bernstein's *West Side Story* (in conjunction with Keith Kibler). Students are welcomed and encouraged to offer repertoire suggestions.

Symphonic Winds is open to students of all musical abilities, including wind, brass, and percussion players, as well as vocalists, string players (including harp), and pianists. Instructor permission is necessary to enroll in this winter study course. *Enrollment limit: 30.*

Meeting time: A specific, detailed schedule will be constructed once the repertoire is determined; however, rehearsals/lectures will most likely be scheduled on Monday-Thursday afternoons. Students should be expected to be in rehearsal for approximately 5-10 hours a week; for every hour of rehearsal time, students will be expected to have prepared for approximately 1-4 hours, as necessary.

STEVEN BODNER (Instructor)

KECHLEY (Sponsor)

Since 2000, Steven Bodner has been the music director of the Symphonic Winds at Williams College, where he also teaches classical saxophone and music theory, and performs regularly with the Williams Chamber Players. He earned a B.A. in philosophy and B. Mus. in saxophone performance and Miami (OH) University in 1997, an M.M. in wind ensemble conducting with academic honors and distinction in performance from New England Conservatory in 1999, and he is pursuing his Ph.D. in Music Education at the University of Massachusetts, Amherst.

MUS 11 Beethoven

This course provides an introduction to the life and music of Ludwig van Beethoven. The composer's difficult childhood, tragic loss of hearing, clandestine affair with the "Immortal Beloved," tempestuous relationship with his suicidal nephew Karl—biographical elements such as these, together with the French Revolution and emergence of Romanticism, will form the backdrop for our study of his titanic artistic struggles and monumental achievements. Students will listen to a broad cross section of Beethoven's music, including piano sonatas, string quartets, symphonies, overtures, concertos, choral works, and opera. We will explore his ties to Haydn, Mozart, and other composers, his fierce individualism, and his impact on later generations, subjects linked to notions of artistic genius and the sublime. No prerequisites. An ability to read music is not required.

Evaluation will be based on two tests and class participation. Attendance is mandatory. If possible, we will take a field trip to hear a performance of Beethoven's music. *Enrollment limit: 15. Preference given to first-year students and students with a demonstrated interest in music.*

Cost to student: \$75.

Meeting time: Monday, Wednesday and Friday, 10-noon.

M. HIRSCH

Winter Study Program

MUS 12 Ensembles in Classic American Musical Theatre (Same as Theatre 12)

This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus—now practice the exacting art of singing an ensemble on stage. Music from Leonard Bernstein's *West Side Story* will be the central focus. The course will culminate with a performance of ensembles, solos, and duets from a variety of musical theatre shows. Other ensembles from European models such as Franz Lehar's *The Merry Widow* may also be included. Singers, actors, and pianists are all welcome to participate.

A student may fulfill the requirements of the course by performing, writing a 10-page discursive paper, or some combination of the two approved by the teacher.

Enrollment limit: 15.

Cost to student: none.

Meeting times: Monday and Wednesday afternoons.

KEITH KIBLER (Instructor)
KECHLEY (Sponsor)

Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an adjunct teacher of singing at Williams College. He can be reached at kibler@verizon.net.

MUS 13 Voice Workshop

Singers of all levels of experience will increase their skills in vocal technique, interpretation and performance. In a combination of private voice lessons coaching with an accompanist, and a performance/discussion workshop session, students will immerse themselves in repertoire towards the goal of a culminating concert at the end of Winter Study.

Preference will be given to students currently studying voice or with some musical background. Pianists interested in accompanying singers are also welcome. *Enrollment limit:* 12.

Meeting time to be determined.

KERRY RYER-PARKE (Instructor)
KECHLEY (Sponsor)

Kerry Ryer-Parke is known as an skilled and intuitive performer of many musical styles. She is a frequent soprano soloist, the Director of the Bennington Children's Chorus, and maintains a private teaching studio as well as serving as an Adjunct Instructor of Voice at Williams.

MUS 14 The Music of Billy Strayhorn

Students will take part in an ensemble course primarily devoted to studying and playing the music of Billy Strayhorn. All instruments and voices are welcome to participate. Vocalists are encouraged to participate in this workshop. In addition to performing music, the course will give students an in-depth look at the life of Billy Strayhorn, who was a close associate of Duke Ellington. Each composition will be explored as to its structure and improvisational concepts. Vocal and instrumental music to be performed will be chosen from the following Strayhorn compositions: *Take The A Train, Lush Life, Maybe, Just A Sittin' And A Rockin', A Flower Is A Lovable Thing, Daydream, Bittersweet, Grievin, Imagine My Frustration, Lotus Blossom, Passed Me By, Something To Live For, Star Crossed Lovers, My Little Brown Book*. Students will be required to read *Lush Life: A Biography of Billy Strayhorn* by David Hajdu. Students should have the ability to completely play the music, plus permission of the instructor. Students may contact the instructor by email: Tess251@aol.com or phone (845-331-9835). *Enrollment limit:* 12-15.

Meeting time: 2-3:50 p.m. Tuesday, Wednesday and Thursday. Outside listening assignments and preparation of individual parts will also be required. Participation in a concluding concert during the last week of Winter Study is required. Students will be evaluated on their performance at this concert of Strayhorn's music. Students will be expected to practice the material outside of class and will also be evaluated on mastery of the material, class participation and attendance.

TERI ROIGER (Instructor)
KECHLEY (Sponsor)

Teri Roiger is an Adjunct Teacher of Jazz Voice at Williams College, and a professional singer, pianist and lyricist.

MUS 15 Math and Music (Same as Mathematics 15)

The course examines some of the myriad ways that mathematics can shape and inform ways we think about musical structure, and conversely, how music can instantiate a number of beautiful mathematical structures and ideas. We will consider how group theory, number theory, probability and stochastic methods can offer insights into the structure of musical systems (like tonality, and diatonic sets and scales), into the analysis of individual pieces of music, and into the ways that music can be created and perceived. We will explore, for example, how the mathematically unique properties of the diatonic set

Winter Study Program

(the collection of tones that underlies the major and minor scales) permit or give rise to tonality, whether other musical universes (those with more or fewer chromatic tones) could exist that would offer the same riches as our familiar 12-tone universe, and whether and how computers can be taught to compose meaningful harmonic progressions. For non-math types, musical examples will be used to present all relevant mathematical concepts.

Evaluation will be based on a series of musical/mathematical problem sets, designed to illustrate relevant mathematical concepts and techniques. Students will then work on a topic of their choice (analysis of a musical work, a composition based on a mathematical model, or on a speculative topic) about which they will write a short (ca. 5 page) paper and give a class presentation.

Prerequisites: students need to be able to read musical notation. *Enrollment limit: 12. Preference will be given to math majors with musical performance experience or students who have taken a music theory course.*

Cost to student: none.

Meeting time: mornings, Monday, Wednesday and Friday 10-noon.

E. GOLLIN

MUS 16 Percussion for Non-Percussionists

This study will introduce participants to the basic techniques of playing percussion instruments. Students with experience on other instruments, or who have played drums, will learn to play a variety of percussion instruments including drums, keyboard percussion such as marimba, vibraphone, and xylophone, orchestral percussion instruments, and some instruments from other musical cultures. Classes will involve group instruction, study of important works for percussion through scores and listening, the theory and history of the instruments, group improvisation, and regular rehearsal of a work for percussion ensemble. The project will culminate with a performance of a percussion ensemble work in collaboration with the percussion trio TimeTable. Students will be expected to practice individually in preparation for classes and the concert.

Evaluation will focus on participation in class and preparation for the final concert.

Prerequisites: Students should already be proficient on an instrument (percussion or other) and read music. *Enrollment limit: 10.*

Cost to student: \$30 (for course pack materials).

Meeting times to be determined.

MATTHEW GOLD (Instructor)

KECHLEY (Sponsor)

Matthew Gold is based in New York City and is a member of the TimeTable percussion trio and Sequitur. He performs with the Ahn Trio, Speculum Musicae, CounterInduction, the S.E.M. Ensemble, the Glass Farm Ensemble, and has been a member of the Aspen Contemporary Ensemble. He also performs regularly with the American Symphony Orchestra, the Westchester Philharmonic, and on Broadway. He has recorded for, among others, EMI Classics, Koch International, Albany Records, and CRI.

MUS 17 Contemporary American Songwriting (Same as American Studies 15)

(See under American Studies for full description.)

MUS 21 Individual Vocal and Instrumental Instruction

Can only be taken IN ADDITION to a regular WSP course. CONTACT THE MUSIC DEPARTMENT ABOUT SIGNING UP FOR THIS COURSE!!!

Intended for students who are continuing Music 251-258 lessons taken during fall semester. Must be taken in addition to a regular WSP course. Individual lessons in voice, keyboard, and most orchestral and jazz instruments, offered during Winter Study. Four lessons, given at approximately one week intervals (TBA). Student is expected to practice at least two hours per day. All individual instruction involves an extra fee which is partially subsidized by the department. Contact the Music Office for contract/permission forms which must be submitted in order to take this course.

Prerequisites: permission of Department Chair and Instructor, completion of Music 251 or higher during the previous semester.

STAFF

MUS 25 Ghanaian Music, Dance, and Textiles: Interdisciplinary Studies

This course provides students with the opportunity to learn Ghanaian xylophone playing, singing, drumming, dancing, or textile making at the Dagara School of Music, Dance, and the Arts in Accra, Ghana (www.bernardwoma.com/school). Founded by Ghanaian master xylophonist, Bernard Woma, this school focuses on the arts of the Dagara people of northwestern Ghana. Students will receive 6 hours per day of individual and group instruction. Students will focus on learning one art form but will choose a second art form in which they complete some work. Students will write a paper on the connections, parallels, or contrasts that exist between the two art forms. For example, a student studying textiles and music may write about the rhythms used in both; a student studying music and dance may write about the understanding of dance they have gained through studying music or vice versa.

Evaluation will be based upon one 5- to 7-paper, participation, and progress in learning Ghanaian music, dance, or art. Field trips relevant to the arts being studied will be arranged.

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Enrollment limit: 12.

Cost to student: approximately \$2951. Additional costs paid directly by Students: \$240-480 for 1 meal per day (\$10/day) and entertainment and miscellaneous expenses (\$240).

E. D. BROWN and BERNARD WOMA

MUS 31 Senior Thesis

To be taken by students registered for Music 493, 494.

NEUROSCIENCE

NSCI 31 Senior Thesis

To be taken by students registered for Neuroscience 493-494.

PHILOSOPHY

PHIL 10 Formal Logic

This course will introduce students to sentential and predicate logic. Its major goal is to give them the ability to understand the kinds of formalization used in ordinary works of philosophy, i.e., texts that are not intended primarily for specialists in logic. Depending upon the interests and rates of progression of the students, there may be some consideration of more advanced topics, such as modal and tense logic.

Requirements: there will be readings for each class meeting, and usually problem sets.

Method of evaluation: problem sets, some to be completed in class.

Prerequisites: students who have taken courses in logic should not take this course without consulting with the instructor. Math majors are unlikely to be challenged, but are welcome, particularly if they are willing to try to help those in the class with less formal sophistication (including the instructor, who is far from an expert and anticipates honing his relatively modest skills by “teaching” this course). *Enrollment limit: 15. Preference to actual and possible philosophy majors; non-majors who are considering declaring or adding the major in philosophy should so inform the instructor by email.*

Cost to student: maximum of \$50 (but probably less); for photocopies and/or books.

Meeting times: Monday, Tuesday, Wednesday and Thursday, 10:30-noon.

WHITE

PHIL 11 Aikido and Ethics

Aikido is a Japanese martial tradition that combines the samurai arts of sword and grappling with the philosophical desire to create harmony in the midst of chaos. As such, it addresses situations of conflict that manifest themselves physically, but also offers insight into how to prevent or redirect the energies—social, political, or psychological—that might otherwise become conflict in one or another aspect of our lives.

The physical training will improve each student’s strength, balance, posture, fitness, and flexibility. They will also learn how to throw their friends across the room. Wooden training weapons will be used regularly to demonstrate the historical origin of various techniques and to visually amplify the forces at work. Intellectually, students will engage with topics ranging from virtue ethics to conflict resolution to the proper role of the Warrior/Knight in a just society. Students will train for 2 hours 4 out of 5 mornings a week, and participate in 2 out of 3 guided philosophical conversations each week held in a casual setting in the early evenings. Additional relevant experiences, such as meditation practice, misogi, and Samurai films, will also be scheduled.

Students will be evaluated on the quality of their participation in both physical and intellectual course components, and a final 10-page paper or project which entails a significant investigation of a topic emerging from the course experience.

Prerequisites: Prior martial arts training is welcome but not required. Students do not have to be especially athletic, but they must meet all Williams requirements (e.g. have passed a recent physical, etc.) for participation in intercollegiate sports. *Enrollment limit: 25.*

Cost to student: \$100 (which buys gi (the uniform), bokken (wooden training sword), and jo (staff)).

Meeting time: mornings.

ROBERT KENT '84 (Instructor)
SAWICKI (Sponsor)

Robert Kent '84 spent 3 years in Kyoto, Japan earning his Sho Dan (first degree black belt), directly after majoring in both Philosophy and Religion at Williams. He currently holds a San Dan rank (third degree black belt) and runs the youth program at Aikido West in Redwood City, CA. He also runs the website AikidoKids.com, and writes a regular column for the largest English language Aikido magazine. He earned a Masters degree in Philosophy at Claremont Graduate School in 1993, writing his thesis on the Ethics of Authenticity.

PHIL 31 Senior Thesis

To be taken by students registered for Philosophy 493-494.

PHYSICS

PHYS 10 Light and Holography

This course will examine the art and science of holography. It will introduce modern optics at a level appropriate for a non-science major, giving the necessary theoretical background in lectures and discussion. Demonstrations will be presented and students will make several kinds of holograms in the lab. Thanks to a grant from the National Science Foundation, we have 7 well-equipped holography darkrooms available for student use. Students will be evaluated on the basis of regular attendance, completion of 4 laboratory exercises, and a holography laboratory project or a 10-page paper. Attendance at all classes and labs is required for a passing grade.

No prerequisites. *Enrollment limit: 30. Preference will be given to students with no previous college course in physics more advanced than Physics 100.*

Cost to student: about \$50 for holographic film, chemicals, and photocopies.

Meeting time: At the beginning of WSP, the class will meet for lecture and discussion three mornings a week and for lab 2 afternoons a week. Later classes will be mainly laboratory.

WHITAKER and FORKEY

PHYS 11 Computational Methods for Science and Engineering

Students in this course will learn a number of computational techniques that have important applications in science and engineering. Each student will carry out a series of exercises using Mathematica, C, or a computer language of the student's choice (no previous programming experience is required). These exercises will incorporate topics that may include numerical integration, root finding, minimization and maximization of functions, numerical solution of ordinary differential equations, boundary value problems, Monte Carlo methods, and the fast Fourier transform. An effort will be made to allow each student to work on problems appropriate to his or her interests and background. Students will be evaluated on the basis of regular attendance, completion of the exercises, and a larger final project or 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Cost: approximately \$50 for the course textbook.

Meeting time: mornings, three times a week.

TUCKER-SMITH

PHYS 12 Meet the Right Side of Your Brain: Drawing as a Learnable Skill

Representational drawing is not merely a gift of birth or a magical ability, but a learnable skill. If you ever wanted to draw, but doubted you had the ability or believed you could not learn, then this course is for you. This intensive course utilizes discoveries in brain research to teach representational drawing. By using simple techniques and extensive exercises you will discover and develop the perceptual shift from your symbol based left hemisphere to your visually based right hemisphere. This cognitive shift enables you to accurately see and realistically represent the physical world. You will learn to draw a convincing portrait, self-portrait, and still life. This course is designed to develop your powers of observation and enhance your innate creative problem solving abilities, which are applicable in any field. Students need no previous artistic experience, just the willingness and desire to learn a new skill. Students will be expected to attend and participate in all sessions. They will also be required to keep a sketchbook recording their progress and complete a final project.

Evaluation will be based on participation, effort, and development. There will be an exhibition of coursework on the final day of Winter Study.

No prerequisites. *Enrollment limit: 15, with preference given to juniors and seniors.*

Cost to student: cost of text and (approximately) \$15 for drawing materials.

Meeting time: mornings, two times per week with substantial additional independent student work.

STELLA EHRICH (Instructor)

JONES (Sponsor)

Stella Ehrich holds an M.F.A. in painting from Bennington College. She teaches drawing at Bennington and other local colleges. She has had solo exhibits from Rutland, VT to Dallas, Texas to Mobile, Alabama.

PHYS 13 Automotive Mechanics

The purpose of this course will be to provide an understanding of the basic function of the major components of the modern automobile. Through lectures, demonstrations, and hands-on experience, individuals will learn basic maintenance of an automobile. In addition, students will be expected to study in depth one of the major automotive systems which include carburetor or fuel-injection systems, the lubrication and cooling system, the electrical system, the steering, brake and suspension system, and the power train for both manual and automatic transmissions.

Students will be required to attend class regularly, read assigned material from the text, actively participate in work at the garage, and pass written midterm and final examinations.

No prerequisites. *Enrollment limit: 30.* The class will be broken into three sections for lab work. Preference given to seniors.

Cost to student: approximately \$45 for text.

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Meeting time: two hours a day, three times a week in the morning for classroom instruction. In addition, students will meet at the Flamingo Motors in Williamstown one evening each week for practical demonstrations and hands-on activity.

MICHAEL FRANCO (instructor)
JONES (Sponsor)

Michael Franco is the owner of Flamingo Motors in Williamstown.

PHYS 14 Electronics

Electronic instruments are an indispensable part of modern laboratory work throughout the sciences. This course will cover the basics of analog electronic circuits, including transistors and operational amplifiers, and will briefly introduce digital circuits. Students will build and test a variety of circuits chosen to illustrate the kinds of electronic devices and design problems a scientist is apt to encounter. Evaluation will be based on participation, completion of both laboratory work and occasional homework, and the quality of the final project or paper.

Prerequisite: Mathematics 104 or equivalent calculus. No prior experience with electronics is required. *Enrollment limit: 16.*

Cost to student: \$50 for course packet and electronic parts.

Meeting time: afternoons, for a mixture of lab, lecture, and discussion, providing ample opportunity for hands-on experience. In the last week, students will design and build a final project, or will write a 10-page paper.

STRAIT

PHYS 22 Research Participation

Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be expected from each student.

Students will be required to keep a notebook and write a five-page paper summarizing their work. Those interested should consult with members of the department as early as possible in the registration period or before to determine details of projects then expected to be available.

Prerequisites: permission of instructor. *Enrollment limit: 1 or 2 per project.*

Cost to student: none.

Meeting time: to be arranged with instructor.

K. JONES and members of the department

PHYS 31 Senior Thesis

To be taken by students registered for Physics 493, 494.

POLITICAL ECONOMY

POEC 31 Honors Thesis

To be taken by students registered for Political Economy 493.

POLITICAL SCIENCE

PSCI 10 Adventures in Disabilities (Same as Psychology 10)

(See under Psychology for full description.)

PSCI 11 The Gospel According to U2

It has been said that U2 is the "world's greatest rock band"-but is it also (unknown to most) the world's greatest-and most unusual-Christian rock band? This course explores the theology, spirituality and politics of U2 expressed through the group's songs, stage performances and human right campaigns. We will travel from the band's origins in the Shalom Christian fellowship in Dublin to their overtly Christian second album *October* (1981); the culmination of their superstardom in *Joshua Tree* (1987); through their techno and ultra-ironic 1990s marked by ZOO-TV and Bono's "mock the devil" phase as Mr. MacPhisto; and a return to their roots in *All That You Can't Leave Behind* (2000) and *How To Dismantle An Atomic Bomb* (2004). Along the way, we will listen to a lot of U2, watch some videos and tour footage-but it's not all fun and games. We will also read serious theological and philosophical tracts on U2 lyrics and explore the band's complicated interweaving of faith, sexuality, grace, fame, doubt, justice, and the meaning of America in a way which makes them a surprisingly popular and poignant spiritual voice in our superficial and materialistic age. We will also delve into the group's human rights and social justice work, from Band Aid in the 80s to Debt, AIDS, Trade in Africa (DATA) today, and in particular explore Bono's Catholic social justice moorings.

How does a band which quotes psalms at the Super Bowl and routinely stirs millions at its concerts to chant an Old Testament lament ("how long? how long?") get into the Rock and Roll Hall of Fame? How does Bono simultaneously play the role of rock idol and prophet, prompting professions of love from both star-struck teenage girls and conservative U.S. Senators? Is U2 following the Church, leading it or rivaling it? How far can you go with a red guitar, three chords and the truth? Answers will come in the form of regular and active participation as well as two short papers.

Prerequisites: none beyond a familiarity with U2. *Enrollment limit: 15.*
Cost to student: approximately \$50 for materials.
Meeting time: mornings.

PAUL

PSCI 12 Constitution Making

The last decade has witnessed an extraordinary amount of “constitution making” across the globe. Many regimes have sought to reorder themselves by way of creating written constitutions. Indeed, written constitutions, once deemed an “experiment,” have become synonymous with legitimate government. But is written constitutionalism actually a viable way to bring the polity into being and order it? Is there something inherently absurd in attempting to base a government on a written text? This course will get at such question by comparing different constitutions. While examining particular constitutional ideas and practices, we’ll be asking what we want from written constitutionalism, what this entails of written constitutionalism, and whether written constitutionalism can in fact deliver.

Requirements: 10-page paper and active class participation.

No prerequisite. *Enrollment limit: 15. Seniors and juniors will have priority.*

Cost to student: books.

Meeting time: afternoons.

G. THOMAS

PSCI 13 Politics and the Novel in South Asia

The story of Saleem and his fellow midnight’s children in the eponymous book by Salman Rushdie artfully suggests the ways that individual lives are impacted by the fate of nations. Taking inspiration from Rushdie, this course will consider works of fiction as lenses through which to engage the post-Independence politics of South Asia, with a particular emphasis on issues of ethnicity and nationalism. In addition to *Midnight’s Children*, we will read two to three other novels that consider the meaning of borders and identities in South Asia. We will also view documentaries and Bollywood films that present themes of the books in celluloid. Our goal is to gain a sense of how stories about the trauma of conflict and aspirations of nationhood are told. How are characters’ identities informed by their political and historical milieu, and in turn, how are historical contexts illuminated through stories? Lectures and several short articles will help provide context for the fiction; other class meetings will include a mix of discussion and film viewing.

Evaluation will be based on participation in class discussion, a brief (fifteen minute) presentation, and a ten page paper that analyzes a theoretical concept explored in the course (nationalism, ethnic conflict, secession) in the context of one or more of the novels.

Enrollment limit: 20.

Cost to students: \$60 (three to four novels and one small course packet of articles).

Meeting time: afternoons, Monday, Tuesday, Wednesday and Thursday for 2-hour sessions during the first three weeks of the winter study period.

SUNILA S. KALE (Instructor)
MELLOW (Sponsor)

Sunila S. Kale will finish her doctoral degree in 2006 in the Government Department at University of Texas, Austin. Her work compares the trajectories of economic liberalization in four Indian states, focusing specifically on privatization of the electric utility industries. She has published articles on the politics of economic reform in *India in Pacific Affairs* and *Journal of Strategic Studies* and is a contributing editor to the journal *India Review*.

PSCI 15 Globalization: Good or Evil?

In 1999, thousands of people from around the world protested a meeting of the World Trade Organization in Seattle, shutting down the city by blocking traffic, smashing in storefronts, and vandalizing public places. Since then, such demonstrations have become commonplace at high-level international meetings. Why? The protestors believe globalization is evil, and that it must be stopped. Yet a recent poll shows that most ordinary Americans believe globalization benefits the country. And the World Bank argues that globalization reduces poverty and increases overall welfare throughout the world.

Is globalization good or is it evil? To help us understand what globalization is, what it means, and what we think about it, we’ll begin by reading Manfred Steger’s *Globalization: A Very Short Introduction*. We’ll then consider the impact of two specific cases of globalization: McDonald’s and movies. McDonald’s has become a symbol of globalization, changing societies all over the world. Movies go both ways—Hollywood blockbusters play from Berlin to Bangkok, but foreign films play every week at Images in Williamstown.

Students will then pick one particular aspect of these cases to investigate (such as the impact of American movies on the French film industry, or the affect of McDonald’s on daily life in China), and will present their conclusions to the class. Students will then write a short paper based on their presentation topic.

Evaluation will be based on each student’s attendance, participation, presentation, and six-page paper.

No prerequisites. *Enrollment limit: 15. If enrollment exceeds 15, students will be selected by lottery.*

Cost to student: \$40 for books and photocopies.

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Meeting time: two hours a day, three mornings a week. Some movies and documentaries will be shown outside of regular class time.

PAM BROMLEY '98 (Instructor)
SHANKS (Sponsor)

Pam Bromley '98 is a Ph.D. candidate in Politics at Princeton, where she has taught courses on international relations, ethics, and public policy.

PSCI 18 State Environmental Politics (Same as Environmental Studies 18)

(See under Environmental Studies for full description.)

PSCI 19 Justice and Public Policy (Same as Leadership Studies 11)

(See under Leadership Studies for full description.)

PSCI 21 Fieldwork in Public and Private Non-Profits

This course is an internship experience in which students work full-time in a governmental or non-governmental (including voluntary, activist, and grassroots) organization. Students may find internships in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices such as environmental agencies or housing authorities; interest groups that lobby government such as the ACLU or Natural Resources Defense Council; nonprofit organizations such as think tanks or service providers such as Habitat for Humanity; and grassroots, activist or community development organizations such as Greenpeace or neighborhood associations. The instructor will work with each student to arrange an internship; such arrangements must be made in advance of the Winter Term. Students should first make their own contacts with an institution or agency. The instructor and members of the Political Science department and Environmental Studies program are available to help students find placements, if necessary. Each student's internship mentor shall send a confirmation letter to the instructor verifying the internship and describing the nature of the work to be performed by the intern. Students will read a few short articles distributed at the beginning of Winter Term and must agree to keep a journal, maintain weekly contact with the instructor, and write a final paper summarizing and reflecting upon the experience. A group meeting of all students will occur after winter study to discuss the experiences.

Requirements: internship work; satisfactory evaluation from the institutional sponsor; 10 page final paper; participation in final meeting.

At the time of registration, interested students should send a resume and letter of interest to Paula Consolini.

No prerequisites. *Enrollment limit: 15*

Cost to student: approximately \$15 for readings, student covers transportation costs to and from internship site.

PAULA CONSOLINI (Instructor)
SHANKS (Sponsor)

Paula Consolini is the Coordinator of Experiential Education at Williams.

PSCI 23 Experiential Learning

The Gaudino Fund offers four students the opportunity to carry out projects that involve critical, reflective, experiential learning. Each student selected for this course will register for Political Science 23, but will work independently of other students in the course. Each student will have his or her own faculty sponsor who will help shape and monitor the project. Professor McAllister and the Gaudino Board of Trustees will select the four students. The Board places a premium on proposals that foster the development of habits of mind that illuminate direct experience, undertaken preferably in social milieus previously unfamiliar to applicants. Students' projects must be academically rigorous and focused on intellectual problems worked out carefully with faculty sponsors. Projects must also entail systematic self-reflective examinations of how students' experiences affected them personally. Preference will be given to projects unconnected with regular course work.

Professor McAllister will meet with the students as a group before and after January. The Gaudino Fund will defray expenses for all students in the course up to \$1000 per student.

MCALLISTER

PSCI 25 Social Activism in Senegal (Same as Economics 25)

This course introduces students to the work of non-governmental and grassroots health, social and environmental organizations in Senegal, in French West Africa. In Senegal as elsewhere, local and national groups have sprung up in response to concerns about poverty, unemployment, disease, and other pressing issues. Students will meet with activists, and where possible contribute to their work. In addition to gaining an understanding of the breadth, purpose and genesis of social activism in Senegal, students will learn of the mixed effect of Western commerce and tourism on the country. Non-governmental groups, both those run by Senegalese and those directed by foreigners, grapple with the legacy of French colonial structures and the present-day reality of market capitalism in an impoverished

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country. These circumstances create a politically complex backdrop against which social organizations struggle to achieve their goals. As such, part of the work of our Williams group will be to understand the challenges and practical impediments these groups face against a background of pervasive North-South power dynamics and inequality. The first week of the course will be held at Williams, during which time students will learn about Senegal's history and culture; be exposed to some of the literature on social activism and grassroots social justice; and learn of Senegal's place in the North-South economy. This will be followed by 15 days in Senegal, with Dakar as our base. A 2-3 day debriefing back in Williamstown will follow.

Requirements: Students will submit a final paper discussing the work of one or two groups whose work they observed, and are expected to keep a journal of their reflections whilst in Senegal.

Prerequisites: basic, conversational French strongly recommended. Those students who have no French at all are encouraged to enroll in a French language course in the fall 2005.

Enrollment limit: 8 (expected: 8).

Dates: January 3-January 26.

Cost to student: approximately \$2940.

DEVEAUX and HONDERICH

PSCI 31 Senior Thesis

To be taken by students registered for Political Science 493-494.

PSCI 32 Individual Project

To be taken by students registered for Political Science 495 or 496.

PSYCHOLOGY

PSYC 10 Adventures in Disabilities (Same as Political Science 10)

A dramatic shift in the laws and values shaping the participation of persons with disabilities in American society has led to motorized carts in Professional Golf Association tournaments and modified exam procedures for some college students. With the help of guest speakers who themselves have disabilities as well as through readings and films, we will explore past and present understandings of disabilities (physical, sensory, cognitive, mental health) and the changing responses to those who have them. Each student will conduct an investigation, using interviews and site visits, to learn how current understandings of disabilities have impacted a field in which they are interested. Alternatively, a student may focus an inquiry on his or her own disability or that of a family member. The underlying premise of this course is that we no longer expect the individual with a disability to "overcome her/his handicap." Rather, it is the role of citizens and leaders to remove barriers to participation and redesign the environments in which we learn, communicate, work, and use our leisure time to access everyone's gifts and talents. This is not a burden but an adventure.

Evaluation will be based on class participation, a final 10-page paper, and an oral presentation about your investigation.

No prerequisites. Enrollment limit: 15.

Cost to student: approximately \$60.

Meeting time: afternoons.

DALE BORMAN FINK (Instructor)
HEATHERINGTON (Sponsor)

Dale Borman Fink earned his B.A. from Harvard and his Ph.D. in special education from the University of Illinois at Urbana-Champaign. He is the author of *Making a Place for Kids with Disabilities* (2000, Westport, CT: Praeger Publishers) and the creator of a popular workshop for teachers called "Environmental Deficit Disorder: Are You Creating the Behavior Problems You Want to Avoid?"

PSYC 11 The Exonerated

Due to recent developments in DNA testing, increasing numbers of wrongful convictions are being discovered, sometimes involving prisoners on death row. Post-conviction analyses of these tragic cases by the Department of Justice, the Innocence Project, and social science and legal researchers, have cast a critical spotlight on eyewitness errors, forensic junk science, false confessions, perjured testimony from snitches, police and prosecutorial misconduct, and other problems. This course will examine this group of cases through readings and first-hand research. Each student will be expected to review a number of cases, conduct an in-depth analysis of a single case, and write a 10-page research report of that analysis. The class will attend the off-Broadway play, *The Exonerated*, and take a field trip to the Innocence Project at the Benjamin Cardozo Law School, also in Manhattan. This trip will require one overnight stay.

No prerequisites. Enrollment limit: 10.

Cost to student: approximately \$250 field trip and books.

Meeting time: mornings.

KASSIN

Winter Study Program

PSYC 12 How To Think Like a Social Psychologist

This is a course about the field of social psychology, the scientific study of everyday social life. In this course we will read and discuss classic and contemporary journal articles, discuss the various methodologies and techniques employed by social psychologists, and consider the role of theory in social psychological investigation—all in the service of better understanding how to think like a social psychologist. The centerpiece of the course will be an opportunity to collect some data in a social psychological experiment of our own design. This course is appropriate for students who are considering graduate study in psychology or other social sciences or for students who simply wish to learn more about the field.

Requirements: readings, active class participation and attendance, 10-page paper.

No prerequisites. *Enrollment limit: 10.*

Cost to student: \$10 for readings.

Meeting time: mornings.

SAVITSKY

PSYC 13 Fictional Worlds

This course explores the role of fantasy, imagination, and magic in the lives of both children and adults. We will examine why children love fairy tales, develop imaginary companions, and believe in supernatural phenomena. We consider why some children are more prone to believe in fiction and fantasy than others, and what happens to these beliefs in adulthood. For example, are adults who had a childhood imaginary companion different from those who did not? Does belief in magic disappear entirely in adulthood? Students should be prepared for active participation in class discussions.

Evaluation will be based on class participation and a final 10-page paper.

No prerequisites. *Enrollment limit: 15.*

Cost to student: approximately \$20

Meeting time: mornings.

KAVANAUGH

PSYC 15 Designing for People (Same as Computer Science 15)

Many technologically-innovative and aesthetically-beautiful products fail because they are not sensitive to the attitudes and behaviors of the humans who interact with them. The field of Human Factors combines aspects of psychology and sociology with information technology, education, architecture, and physiology, to design objects and information that are easy for people to learn and easy for people to use. The course will provide students with a theoretical framework for analyzing ease-of-learning and ease-of-use, as well as practical knowledge of a variety of human factors testing methodologies. The course will examine usability of a wide variety of designed objects, including buildings, publications, websites, software applications, and consumer electronics gadgets. Students will perform two usability projects—a heuristic analysis and a usability test with 8-10 human test subjects—and present their findings in two short presentations. Students will demonstrate their understanding of human factors theory through participation in class discussion.

Evaluation will be based on two 5-page papers and possibly 1 or 2 in-class PowerPoint presentations.

Enrollment limit: 15.

Cost to student: \$75 (for text books: *Interaction Design*, by Jennifer Preece, Yvonne Rogers, Helen Sharp and *The Design of Everyday Things*, by Donald A. Norman)

Meeting time: 10-noon, Monday, Wednesday and Friday.

RICH COHEN '82 (Instructor)

HEATHERINGTON (Sponsor)

Rich Cohen '82 is an independent consultant and Berkshires resident. He holds masters degrees from Harvard and Brown. He has designed computer and telecommunications products used by over 100 million people and has conducted usability research on four continents.

PSYC 16 Community Screening for Alzheimer's Disease

This course will consider memory screening as a strategy to address the increasing prevalence and importance of early diagnosis of Alzheimer's disease in Williamstown and surrounding communities. Students will learn how to administer and interpret neuropsychological instruments used to screen for Alzheimer's disease (AD). The class will then design and conduct a community screening day for AD. This will include selecting appropriate screening instruments, selecting an appropriate venue, raising community awareness of memory problems, and working with local community agencies to encourage individuals to participate in memory screening. Following the screening day, each student will analyze the data collected on the screening day and submit a report.

Evaluation will be based upon engagement in the design of the screening day, proficiency in learning to administer screening instruments, and a 10-page written report of the result of the screening day.

No prerequisites. *Enrollment limit: 15.*

Cost to students: \$50.00 for books.

The class will meet 6 hours per week. Meeting will typically be in the morning. Some of these meeting will be as a class and other meeting will be in smaller groups. Students will be expected to visit The

Winter Study Program

Memory Clinic in Bennington, Vermont (20 minute drive) to observe the administration of screening tests and to become familiar with individuals experiencing memory problems.

P. SOLOMON and CYNTHIA A. MURPHY

Cynthia Murphy is Executive Director of the Memory Clinic in Bennington VT. She Holds an MBA from Columbia University and is currently a doctoral candidate in Clinical Psychology at Antioch New England Graduate School. She has conducted numerous memory screening days and is co-author of a widely used screening instrument for Alzheimer's disease.

PSYC 17 Teaching Practicum

Students interested in teaching may submit applications for a Winter Study assignment as a teacher's aide at Mt. Greylock Regional High School or at the Williamstown Elementary School. Those accepted will work under the supervision of a regular member of the teaching staff and submit a report on their work at the end of the Winter Study Period. This project involves a four-week commitment to full-time affiliation with the school. Interested students should consult before winter study registration with Professor Zimmerberg, Bronfman 309. She will assist in arranging placements and monitor students' progress during the four-week period. Criteria for pass include full time affiliation with the school and a final 10-page report. The final report should summarize the student's experiences and reflections as drawn from a daily journal.

Prerequisite: Approval of Professor Zimmerberg is required. *Enrollment limited to number of places available at the two participating schools.*

Cost to student: none.

ZIMMERBERG

PSYC 18 Institutional Placement

Students interested in a full time January placement in a mental health, social service or applied psychology (e.g., advertising, law) setting may consult with members of the Psychology Department to make appropriate arrangements. Students should first make their own contacts with an institution or agency. They should also arrange to obtain a letter from a sponsor at the institution who will outline and supervise the student's duties during January. The student must agree to keep a journal and to submit a final paper summarizing and reflecting upon the experiences outlined in the journal.

Requirements for a passing grade are a satisfactory evaluation from the institutional sponsor and a 10-page final paper.

No prerequisites. *Enrollment limit: 20.*

Cost to student: none.

ZIMMERBERG

PSYC 31 Senior Thesis

To be taken by students registered for Psychology 493-494.

RELIGION

REL 11 The Religions of the Roman Empire and Christianity (Same as Classics 11)

(See under Classics for full description.)

REL 12 Yoga: A Mind-Body Connection

This class provides an orientation to yoga and builds a foundation for an effective and rewarding personal yoga practice by integrating textual studies and personal practice. Analysis and comparison of classic yoga texts from India provide a historical, cultural, and philosophical background for yoga. As well as discussion of key yogic concepts, class meetings experientially explore philosophical themes through practicing selected sequences of yoga poses. Poses may include standing poses, inversions, abdominals, hip-openers, backbends, twists, forward bends, and restoratives. Students receive individualized attention on how to work with principles of alignment for their particular bodies and needs. You learn to express poses with balanced energy, and to energize a variety of heart qualities in the poses and sequences they practice. In this way students build strength, flexibility, and awareness. Yoga training is complementary to sports, athletics, and dance. It aids in pursuing academic studies and creative endeavors, gives tools for handling stress, and cultivates a sense of well-being and balance.

Required texts: Patanjali's *Yoga Sutras*, *The Bhagavad Gita*, *Yoga the Iyengar Way*, and related articles.

Evaluation is based importantly on attendance and participation in all classes and sessions, a personal practice journal demonstrating particular intentions for practice and appropriate poses and sequences.

Winter Study Program

ing to support those intentions, and a ten-page paper including textual analysis as well as personal reflections on the nature of yoga.

No prerequisites. *Enrollment limit:* 15.

Cost to student: approximately \$50 for three books and yoga mat.

Meeting time: afternoons, three two-hour sessions/week, plus one evening session/week.

NATASHA JUDSON (Instructor)

BUELL (Sponsor)

Natasha Judson, M.Ed. RYT, has taught yoga for the Williams College Physical Education Program since 2003. She has practiced yoga for over twenty years and meditation for fifteen. She trained in Iyengar and Anusara yoga and is an Affiliated Anusara yoga teacher. She began teaching yoga in 1999 and offers classes through her business Sunflower Yoga in Williamstown, and in Bennington at the Southwest Vermont Supervisory Union school district and Southwestern Vermont Medical Center.

REL 25 Religion, Culture and Performance in Bali

Students in this course will spend the winter study period on the Indonesian island of Bali. The course will offer an experientially grounded introduction to Balinese culture, religion and the performing arts.

After an initial period of orientation, students will stay with Balinese families in Singapadu, a small community in the southern half of the island renowned for its excellence in both the plastic (e.g., wood carving, mask making) and performing arts (traditional opera, dance and theatre). Local accommodation and transport will be coordinated with the assistance of an experienced American tour organizer, who has worked with student groups including the School for International Training.

In the first week, emphasis will be placed on learning the basics of Balinese religion, culture and etiquette. Through a brief but intensive course of language instruction, they will learn to speak rudimentary Indonesian, providing access to a world beyond that accessible to the casual tourist or traveler. Throughout the course of our stay in Bali, students will be encouraged to engage with the local community, and to learn about day-to-day life in Bali by participating in it. At the end of the first week, we will take a short 'holiday' at the beach, and attend a seminar on the history of Bali's northern coastline and the growing threats to its unique marine ecology.

In the second week, through lectures and hands-on instruction, students will study the theory and practice of gamelan orchestra, shadow theatre and other classical performative genres. Emphasis will be placed on the ways in which these various art forms are used in Balinese religious and cultural life. At the end of the second week, we will take a two-day trip to Besakih, the massive temple complex in the central mountainous region of the island. Through on-site study and an archaeological tour, students will be introduced to the history and cultural significance of Balinese temple architecture.

In the third week we shall return to Singapadu. Students will have the opportunity to study with a local mentor and conduct an independent research project on a topic of their choice. This period of supervised independent research will comprise the basis for a final paper of 10-15 pages. Preference will be given to students who have taken Religion 240, in which they will have studied the history of Balinese Hinduism in some depth.

Students will come away with an experiential understanding of a foreign culture that would take years to develop by any other means. Through a series of lectures, seminar discussions, practica and independent research, they will develop a critical appreciation for a range of topics, including: the plastic and performing arts, religion, local history, politics, economy, gastronomy, mass media, gender relations and the impact of the tourist industry on how Balinese represent themselves both to themselves and to others.

Enrollment limit: 8.

Cost to student: approximately \$3000-\$3300.

FOX

REL 26 Explorations in Solidarity: A Meeting of Minds and Hearts in Nicaragua

This course will explore the lived realities of the hemisphere's second most impoverished nation, and the relevance of faith and religious community to the struggle for social justice. Students will reflect on these realities and struggles in the company of subsistence farmers, urban factory laborers, and those working for progressive social change. The effects of an increasingly globalized economy, a series of natural disasters (most notably hurricane Mitch), and the changeable attentions of the developed world will be explored through conversations with ordinary people, using some of the methods of popular education and oral history. Significant attention will also be given to the efficacy of liberation theology and the base Christian community movement, as well as other influences—Christian, Marxist and neo-Liberal—on the material and spiritual well-being of Nicaraguan people.

The experience of the course will include approximately ten days of living (with minimal amenities) in a subsistence farming community. Students will also attend a number of Christian religious services. (The course is open to students of any religious background or no affiliation.) Travels and encounters in Nicaragua will be facilitated by Elena Hendrick and Luis Aguirre of the Asociacion Kairos para la Formacion, an organization that links Christian communities north and south through solidarity toward the goal of permanent transformative relationships. Throughout, students will be invited to enter as deeply as possible the

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story of Nicaraguans and to reflect on their own stories as North Americans and the sometimes-volatile interaction between these stories. The goal is to explore the relevance of religious community to the possibilities for restorative justice, and to discover what it would mean to shape a relationship with the people of Nicaragua according to a paradigm of solidarity—contrasted with the more familiar paradigms of charity and national self-interest.

The course will entail daily reflection sessions, for which a journal will be kept. Other requirements include attendance at at least three orientation sessions and approximately 150 pages of reading on Nicaraguan history and the current political, economic and religious situation prior to departure; participation in a group oral presentation to the college community upon return to Williamstown; and a final 10-page paper, due before the first day of second semester, 2006.

Conversational knowledge of Spanish, though not required, is helpful. Willingness to live in physically demanding situations is essential. The cost of the trip to the student will be no more than \$2,150 (depending on airfare, and including all food, lodging, round-trip airfare from Miami, all in-country transportation, fees, etc.). Students are individually responsible for the cost of travel to and from Miami at the beginning and at the conclusion of the program. *Enrollment limit: 10.*

RICK SPALDING (Instructor)
BUELL (Sponsor)

Rick Spalding is Chaplain and Coordinator of Community Service at Williams.

REL 31 Senior Thesis

To be taken by students registered for Religion 493 or 494.

ROMANCE LANGUAGES

FRENCH

RLFR S.P. Sustaining Program for French 101-102

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study period. There are three 50-minute meetings per week.

Meeting time: mornings; 9-9:50 a.m.

LIBERT and RENOARD (Teaching Associates)

RLFR 10 Asterix the Gaul: French Culture through the Prism of the Comic

The longevity and popularity of the Asterix comic strip series over successive generations of French (and foreign) readers can be explained, in part, by its subtle and incisive rendering of Europeanism through caricature. This course will examine some of the most enduring texts in the Asterix saga as interpretations, first, of French culture and the way the French view themselves with respect to the rest of Europe and, second, of the way they view Europe in dialogue with French cultural norms. Such issues as “la patrie” (homeland), linguistic characteristics, the idea of France, French provincial distinctiveness, France’s view of homogeneous national character seen through its own cultural diversity, and the relationship of France to other specific regional cultures will be studied as a way not only of defining the nation’s historic legacy, but of coming to terms with the way it sees its place within the vision of the European Union. Among the texts to be studied will be *Asterix the Gaul*, *Asterix and the Banquet*, *Asterix and the Normans*, *Asterix in Corsica*, *Asterix in Britain*, *Asterix and the Goths*, *Asterix in Belgium*, *Asterix in Switzerland*. Analysis of the primary texts will be complemented by secondary cultural readings by prominent interpreters in French culture. Readings will be in English, but those students who wish to read the texts in the original French should make arrangements in advance with the instructor. *Conducted in English.*

Requirements: class participation and a 10-page paper.

No prerequisites. *Enrollment limit: 10.*

Cost to student: books and reading packet only.

Meeting time: mornings; three 2-hour sessions per week.

NORTON

RLFR 11 Arabs on Atlantic Avenue: Arab-American Communities, Literature and Art (Same as American Studies 11 and English 24)

What does it mean to be Arab-American? Through a study of recent novels, short stories, performance art, and ethnography, this course will explore the complex identities that this hyphenated category represents and often erases. From texts of Iraqi-Americans in L.A. to that of Lebanese-Christians in Toledo to that of Brooklyn’s Atlantic Avenue, this class will examine negotiations of ethnic signification, stories of immigration and assimilation, the “Othering” of Arabs in America and nostalgic visions of distant homelands. The class will take a day-trip to Brooklyn to visit the Atlantic Ave. neighborhood and meet with Arab-American writers living in New York.

Students will be evaluated on their active participation and on a final project for the course which can range from a 10-page essay, to an art piece and written commentary.

No prerequisites. *Enrollment limit: 12.*

Cost to student: \$75.

Meeting time: afternoons, 2-3 meetings per week.

PIEPRZAK

Winter Study Program

RLFR 12 Contemporary Queer Cinema in France (Same as Comparative Literature 12 and Women's and Gender Studies 11)

From the wild streets of "Gay Paris" to the cinematic premieres of the Cannes Film Festival, France has long been a beacon and a refuge for queer identity. French writers as diverse as Gide, Proust, Colette, and Genet have celebrated gay and lesbian identity in their novels. American expatriates Gertrude Stein and Natalie Barney have mentored queer writers and artists in their Parisian salons. And openly gay couturiers Jean-Paul Gaultier and Yves Saint-Laurent have projected fabulous French fashion out into the world. In more recent years, queer political activism in France has led to the creation of the national "PACS" or domestic partnership law, as well as greater rights and protections for queer men, women, and people living with HIV/AIDS. This course will examine representations of gay, lesbian, bisexual, and transgendered identity in French cinema from 1968 to 2002. Among the many topics to be discussed will include cinematic representations of the closet, coming-out, race and ethnicity, lesbian identity and invisibility, bisexuality, trans/gender identity, butch-femme aesthetics, drag queens, queer political identity, and HIV/AIDS. Our film discussions will be complemented by readings from contemporary French and American queer theory. Films to include Claude Chabrol's *Les Biches* (1968), Édouard Molinaro's *La Cage aux folles* (1978), Rainer Werner Fassbinder's *Querelle* (1982), Cyril Collard's *Les Nuits fauves* (1992), André Téchiné's *Les Roseaux sauvages* (1994), Josiane Balasko's *Gazon maudit* (1995), Alain Berliner's *Ma vie en rose* (1997), Claire Denis's *Beau travail* (1999), Olivier Ducastel and Jacques Martineau's *Drôle de Félix* (2000) and *Ma vraie vie à Rouen* (2002), Sébastien Lifshitz's *Presque rien* (2000), Francis Veber's *Le Placard* (2001), and François Ozon's *8 Femmes* (2002).

Evaluation and requirements: active class participation and a 10-page paper in English.

No prerequisites: Films in French with English subtitles. Discussions in English. *Enrollment limit: 15. In case of overenrollment, preference given to majors in Romance Languages, Comparative Literature, and Women's and Gender Studies.*

Cost to student: approximately \$30 for readings.

Meeting time: 2-3 mornings per week.

MARTIN

RLFR 30 Honors Essay

To be taken by candidates for honors other than by thesis route.

RLFR 31 Senior Thesis

To be taken by students registered for French 493-494.

ITALIAN

RLIT S.P. Sustaining Program for Italian 101-102

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study Period. Three 50-minute meetings per week.

Meeting time: mornings; 9-9:50 a.m.

NICASTRO

SPANISH

RLSP S.P. Sustaining Program for Spanish 101-102

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study Period. Three 50-minute meetings per week.

Meeting time: mornings; 9-9:50 a.m.

TEACHING ASSOCIATES

RLSP 12 Cooking with Don Quixote: The History and Culture of Spanish Food

This course offers students an introduction to Spanish history, geography and culture by tracing the evolution and characteristics of Spanish cooking. We will consider how cuisine has intersected with different religious and socio-economic contexts in Spain through the centuries. We will examine, among others, the enduring Roman, Arab, and Jewish influences on Spanish cooking. Finally, students will learn about the basic distinguishing features of the uniquely different cuisines of the autonomous regions that make up Spain today, including Castilla-La Mancha, Madrid, the Basque Country, Galicia, Cataluña, Valencia, the Balearic Islands, Andalucía.

Materials will include slides, historical and literary readings, recipes, and food.

Requirements: Students will be required to submit a final project and to prepare one recipe.

Some BASIC knowledge of Spanish is HIGHLY RECOMMENDED THOUGH NOT NECESSARY. *Enrollment limit: 20.*

Cost to student: \$15.

Meeting time: mornings.

S. FOX

RLSP 30 Honors Essay

To be taken by candidates for honors other than by thesis route.

RLSP 31 Senior Thesis

To be taken by students registered for Spanish 493-494.

RUSSIAN

RUSS S.P. Sustaining Program for Russian 101-102

Required of all students enrolled in Russian 101-102. Three meetings per week, 50 minutes per session. Practice in speaking and comprehension based on material already covered as well as some new vocabulary and constructions. Designed to maintain and enhance what was acquired during fall semester, using new approaches in a relaxed atmosphere. No homework.

Regular attendance and active participation required to earn a "Pass." Open to all.

Meeting time: mornings; 9-9:50 a.m.

BORISOVA

RUSS 14 Food Writing Workshop (Same as Special 14)

(See under Special for full description.)

RUSS 25 Williams in Georgia (Same as Special 25)

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in any field. Our students have worked in the Georgian Parliament, helped in humanitarian relief organizations like Save the Children, interned in journalism at The Georgian Times, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian sculptor, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course students will write a 10-page paper assessing their internship experience.

No prerequisites. Knowledge of Russia or Georgia is not required. *Enrollment limit: 12.*

Cost to student: approximately \$2000.

GOLDSTEIN

RUSS 30 Honors Project

May be taken by candidates for honors other than by thesis route.

RUSS 31 Senior Thesis

To be taken by students registered for Russian 493-494.

SOCIOLOGY—See under ANTHROPOLOGY AND SOCIOLOGY

THEATRE

THEA 10 Self-Production at Williams

This course examines various means of theatrical self-production and how artists may exploit this model in the pursuit of their ambitions. The primary focus of the class will be to determine how specific self-production techniques might serve as the foundation for an annual or bi-annual student initiated festival of theatrical works to be performed in the new '62 Center for Theater and Dance. Members of the class, in a group effort, will be responsible for determining the very nature of the proposed festival, including but not limited to overall theme, play or material selection, design, faculty mentoring, production assignments, publicity, and technical feasibility. Guest speakers from the profession will provide valuable insight into the complexity of producing one's own material.

Evaluation will be based on committed and thoughtful class participation and group effort, as well as the quality of contribution to final proposals.

In the future, the Williams College Department of Theatre seeks to diversify and expand its seasonal production offerings. The blueprints generated by this class will be an integral part of this initiative.

No prerequisites. *Enrollment limit: 15. Preference given to underclassmen.*

Meeting time: Tuesday and Thursday, 1-3:50.

LIEBERMAN

THEA 12 Ensembles in Classic American Musical Theatre (Same as Music 12)

(See under Music for full description.)

THEA 31 Senior Project

May be taken to augment Theatre 401/402, depending on the scope of the project. *Permission of the Department Chair required.*

BUCKY

Winter Study Program

THEA 32 Senior Honors Thesis

(See description of Degree with Honors in Theatre on page 303.)

WOMEN'S AND GENDER STUDIES

WGST 11 Contemporary Queer Cinema in France (Same as Comparative Literature 12 and French 12)

(See under Romance Languages—RLFR 12 for full description.)

WGST 12 Preliminary Introduction to American Sign Language (Same as Linguistics 12 and Special 12)

(See under Linguistics for full description.)

WGST 19 Volunteer Income Tax Assistance (VITA) (Same as Economics 19)

(See under Economics for full description.)

WGST 30 Honors Project

To be taken by candidates for honors other than by thesis route.

SPECIALS

SPEC 10 Quest for College: Early Awareness in Berkshire County Schools

Today's extremely competitive higher education market places significant pressure on students nationwide to start planning for college at an increasingly early age while simultaneously demanding ever-higher standards of excellence for admission to top schools. "Early Awareness" initiatives aim to educate middle school students as to what lies ahead on the college horizon, empowering them to make sound academic and extracurricular choices that will keep open a maximum of options. The first week of this course will be spent in the classroom, exploring and discussing problems and issues germane to the national trends towards greater (and earlier) college-related pressures. Students will respond to a series of readings dealing with such issues as tracking, paid test preparation and untimed testing, early decision, parental and peer pressures, special interests, misrepresentation of information, independent counseling, and others. Class time will also be devoted to familiarizing students with both the nuances of the college admission process and the administration of the early awareness game, Quest for College. Students will spend the next two weeks visiting 10-12 Berkshire County middle schools, administering the game and inviting students to the culminating College Day. All 8 students will then work together to plan and run College Day activities for students and their parents. This day will include a) campus tours, b) general higher education info sessions, and c) financial aid/scholarship info for the parents. If student and community interest is sufficient, the course may culminate in a public presentation and open forum early second semester.

Evaluation will be based on completion of field work (school visits), organization and execution of project to bring local middle school students to the Williams Campus for a day of early-awareness related activities and a final paper (approximately 10 pages) reflecting on a course-related issue of the student's choosing.

No prerequisites. *Enrollment limit: 8. Preference given to a) students with prior education/admission experience, b) students with access to transportation c) juniors and seniors.* Interested students must consult with instructors prior to registration. *Students will be selected according to the following criteria: a) experience in teaching or admission, b) access to transportation, and c) seniority. Provision will be stated that interested students must consult the instructors before registration, that instructors may determine depth of experience and focus of interest.*

Meeting time: afternoons.

Cost to student: transportation to field work sites and purchase of text.

GINA COLEMAN '90 (Instructor)
WSP COMMITTEE (Sponsor)

Gina Coleman '90, is Associate Director of Admission, Director of Multicultural Recruitment, and in her fifth year as women's rugby coach. Coleman, who holds an M.A. in education from MCLA, designed the game, Quest for College.

SPEC 11 Science for Kids (Same as Chemistry 11)

(See under Chemistry for full description.)

SPEC 12 Preliminary Introduction to American Sign Language (Same as Linguistics 12 and Women's and Gender 12)

(See under Linguistics for full description.)

SPEC 13 In the Beginning: Fundamentals of Hebrew (Same as Jewish Studies 13)

(See under Jewish Studies for full description.)

SPEC 14 Food Writing Workshop (Same as Russian 14)

This course is designed as an intensive writing workshop that focuses on the skills needed for producing different genres of food writing. Students will explore the various voices and styles required by the

Winter Study Program

writing projects and will have the opportunity to try their hands at restaurant reviews, press releases, wine reviews, book reviews, policy statements, culinary autobiography, and food history. Topics for discussion include the vocabulary of food and wine, the politics of food, marketing and consumer psychology, and research methods in food studies.

The class will meet three times a week for two-hour sessions at which students will discuss the reading and present their own work for discussion.

Evaluation will be based on individual tri-weekly writing assignments and their presentation in workshop format. Students should allow ample time to research the assignments outside of class.

No prerequisites. *Enrollment limit:* 12.

Cost to student: approximately \$50.

Meeting time: afternoons.

GOLDSTEIN

SPEC 15 American Colleges and Universities Past and Present

Did you know that only 3% of American college students receive their degrees from small residential liberal arts colleges like Williams? This course will help you broaden your understanding of the American higher education system past and present. We'll begin by tracing the evolution of higher education in this country from the liberal arts college's ascendancy in the early days through the rise of the research university in the late 1800s, the post-World War II proliferation of community colleges, and the recent growth in for-profit universities. We'll then explore current topics in the field of higher education including: athletics and the academy, admission and affirmative action, financial aid, gender and Title IX, multiculturalism/diversity, the curriculum, and faculty hiring and retention. Classes will meet four times a week and will consist of discussion and guest lectures. In addition, there will be two required films and a half-day field trip. The class will culminate in each student and/or small student groups researching a topic of interest, writing a 10-page paper, and sharing the findings in a class presentation.

Requirements: regular attendance, 10-page paper, class presentation.

No prerequisites. *Enrollment limit:* 15.

Meeting time: 10-noon, Monday, Tuesday, Wednesday and Thursday plus field trip and two evening films.

JULIE GREENWOOD (Instructor)

HARRY SHEEHY (Sponsor)

Julie Greenwood is an Assistant Professor of Athletics and Coach of Women's Tennis at Williams.

SPEC 16 Knitting: The Social History and Craft Form (Same as Mathematics 16)

(See under Mathematics for full description.)

SPEC 17 Printmaking on Ceramics

This course introduces the technical and creative possibilities of printmaking on ceramic paperclay without the use of a press. Students will learn how to make their own paperclay and will explore monoprinting, relief printing and offset printing. Historical examples of printmaking on clay will be introduced and explored through slide lectures, videos and assignments.

Students will receive feedback on their work through supervised group critiques and open studio sessions and will be evaluated based on completion of assignments with attention to content, detail and development of their work. Attendance and participation will also be taken into account. Exhibition of final work will be required on the last day of Winter Study.

No prerequisites. *Enrollment limit:* 12.

Cost to student: \$75.

Meeting time: 1-3:50 p.m., Tuesday and Thursday with extra supervised open studio times scheduled in accordance to our needs. Firing of ceramic prints will take place at the instructor's studio in North Adams. A field trip to the studio is planned.

DIANE SULLIVAN (Instructor)

LEVIN (Sponsor)

Diane Sullivan, a local ceramic artist, holds a M.F.A. from the University of Massachusetts, Dartmouth. She has taught ceramics at a variety of institutions including The Colorado College, Pikes Peak Community College and Yavapai College.

SPEC 18 Introductory Photography: People and Places (Same as Mathematics 18)

(See under Mathematics for full description.)

SPEC 19 Medical Apprenticeship

Firsthand experience is a critical component of the decision to enter the health professions. Through this apprenticeship, students can clarify their understanding of the rewards and challenges that accompany the practice of all types of medicine. Apprenticeships are arranged in two distinct ways: some students live on campus and are matched with a local practitioner, while others make independent arrangements to shadow a distant professional. The expectation is that each student will observe some aspect of medicine for the better part of the day, five days per week. In recent years, students

Winter Study Program

have shadowed physicians, veterinarians, dentists, nurses, and public health experts.

In addition to observation in clinical settings, there will be discussion sessions and optional evening events on campus which give participants further opportunity to reflect upon their experiences.

A 10-page reflective paper is required.

Prerequisites: Interested students must attend an information meeting in early October.

Local enrollment is limited by the number of available practitioners. Preference for placements will be given on the basis of seniority and demonstrated interest in the health professions.

Cost to students: Local apprenticeships—vaccinations and local transportation. Distant apprenticeships—costs will vary based upon location.

TEACHING ASSOCIATES (Instructors): DAVID ARMET, P.T.; CHILDSY ART, M.D.; PEGGY CARON, D.V.M.; VICTORIA CAVALLI, M.D.; JENNIIFER DEGRENIER, M.D.; MARIANNE DEMARCO, M.D.; PAUL DONOVAN, D.O.; STUART DUBUFF, M.D.; RONALD DURNING, M.D.; DAVID ELPERN, M.D.; ROBERT FANELLI, M.D.; ERIC SCOTT FROST, M.D.; MICHAEL GERRITY, M.D.; WADE GEBARA, M.D.; DAVID GORSON, M.D.; EUGENE GRABOWSKI, M.D.; LAURA JONES, D.V.M.; JOSHUA KLEEDERMAN, D.M.D.; WILLIAM KOBER, M.D.; JONATHAN KRANT, M.D.; JOAN LISTER, M.D.; PAUL MAHER, M.D.; RONALD MENSCH, M.D.; JOANNE MORRISON, D.V.M.; STEPHEN NELSON, M.D.; CHARLES O'NEILL, M.D.; JUDY ORTON, M.D.; FERNANDO PONCE, M.D.; DANIEL ROBBINS, M.D.; OSCAR RODRIGUEZ, M.D.; SCOTT ROGGE, M.D.; PAUL ROSENTHAL, M.D.; ANTHONY SMEGLIN, M.D.; JESSE SPECTOR, M.D.; KATHERINE WISEMAN, M.D.; JEFFREY YUCHT, M.D.; CHI ZHANG, M.D.

CHARLEY STEVENSON
Health Professions Advisor

SPEC 20 Students Teaching AIDS to Students (STATS) (Same as Biology 15)

(See under Biology for full description.)

SPEC 23 Introduction to Sports Writing

This course provides an introduction to the craft of sportwriting and the many different aspects of creating a well-written sports article, be it for newspaper or magazine purposes.

Students will learn first hand the art of creating several different types of ledes to an article, the correct chronological order of a great sports article, how to obtain quotes, the proper place in the article for those quotes, how to creatively and properly intersperse play-by-play in a solid "game coverage" article and much more.

Students will also learn the differences between writing for a newspaper and magazine, community journalism versus big city journalism (are there any?) and ethics in journalism (are there any?).

There will be several in-class assignments, some homework assignments, and one final project that, along with attendance, will be the major part of the grade.

Cost to student: none.

Meeting time: Monday, Wednesday and Thursday, 1-3 p.m. *Enrollment limit: 25.*

KRIS DUFOUR (Instructor)
HARRY SHEEHY (Sponsor)

Kris Dufour, the assistant sports information director at Williams College, wrote sports for eight different newspapers over a 15-year career and remains a freelance writer for the North Adams Transcript after seven years as that paper's sports editor.

SPEC 24 Eyecare and Culture in Botswana

Continuing the model of recent eye care winter studies to Nicaragua, the trip to Botswana will follow a similar protocol. We will begin with readings, lectures and videos in Williamstown on the culture and politics of Botswana. We will then receive a weekend of training in the prescription of reading and distance glasses. This training will be given by Dr. Bruce Moore and an associate from the New England College of Optometry. After this first week of classes and instruction, we will travel to Maun, Botswana and conduct a week of clinics in the surrounding areas.

Next will be a three to four day safari in either Chobe or Moremi National Parks to view the abundance of wildlife in these preserves. Lastly, we will cross the border into Zimbabwe and take the short trip to view Victoria falls, the highest water falls in the world. We then will return to the U.S.A. for a couple more classes to conclude the study.

The requirements will be 100% attendance at all classes and readings before the trip. Students will keep a detailed journal during the trip to enable reflections on their experiences in the context of their lives at Williams, in the U.S. and future career goals and plans.

In addition to the rewarding experience of providing the service of enhancing the vision of 2000-3000 people during our week of clinics, it is hoped that our students will learn a great deal about the realities

Winter Study Program

of the "developing world" that will inform their attitudes and possibly their actions in the future. The cost is estimated at \$3500.00 per student.

ROBERT PECK (Instructor)
WSP COMMITTEE (Sponsor)

Dr. Robert Peck, retired Director of Athletics at Williams (1971-2001), is a 24-year visitor and observer of Nicaraguan politics.

SPEC 25 Williams in Georgia (Same as Russian 25)

(See under Russian for full description.)

SPEC 27 Looking at Contemporary Documentary Photography) (Same as English 12)

(See under English for full description.)

SPEC 28 Teaching Practicums in New York City Schools

Open to sophomores, juniors and seniors who are interested in working in public schools or charter schools in New York City. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations in NYC from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and to provide mentoring during the month.

There will be weekly meetings of all the interns, who are expected to keep a journal and to write a 5 page paper reflecting on their month's experience.

Orientation meetings prior to January will enable students to select which subject areas and which participating school might be best for him or her.

Housing will be provided for those needing it and some assistance with transportation and food costs—estimated at about \$400. for the month. Further assistance available for financial aid students.

P. SMITH

Coordinator of High School/College Partnerships

SPEC 29 Humor Writing (Same as Mathematics 17)

(See under Mathematics for full description.)

SPEC 35 Making Pottery on the Potter's Wheel

Each class will begin with a lecture-demonstration, followed by practice on the potter's wheel. Each student will have the use of a potter's wheel for each class. We will work on mugs, bowls, pitchers, plates, jars, lids, vases, and bottles, and will finish these shapes as required by trimming and adding handles, lugs, lids, spouts, and knobs. We will also work on several different handbuilding projects. After the tenth class session, all class work will be biscuit-fired. The eleventh class will be devoted to glazing the biscuit-fired pieces. Glazing techniques will include pouring, dipping, layering, brushing, and stamping, and using wax resist and other masking techniques to develop pattern and design. The completed work will then be glaze-fired. The last meeting will be devoted to a "final project" gallery show of your best work. Woven into lecture-demonstrations will be presentations on various topics relating to the science and history of pottery making.

Requirements: attendance at all class sessions and enthusiasm for learning the craft of pottery making.

No prerequisites or pottery-making experience necessary. *Enrollment limit: 9.*

Cost to student: \$175 lab fee, plus makeup class fees (\$35 per class) if applicable.

Meeting time: mornings.

RAY BUB (Instructor)
Winter Study Committee (Sponsor)

Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, 10 minutes north of the Williams College campus. All classes except the final project exhibition take place at Oak Bluffs Cottage Pottery.

SPEC 39 "Composing a Life:" Finding Success and Balance in Life After Williams

To be at Williams you have learned to be a successful student, but how do you learn to be successful in life? How will you define success in both your career and in your personal life? How will you achieve balance between the two? In short, what will constitute the "good life" for you? We borrow the concept of "composing a life" from Mary Catherine Bateson, as an apt metaphor for the ongoing process of defining success and balance in life. This course is designed: (1) To offer college students an opportunity to examine and define their beliefs, values, and assumptions about their future personal and professional lives before entering the "real" world; (2) To encourage students to gain a better understanding of how culture, ideology, and opportunity affect their life choices; (3) To provide an opportunity for students to consider different models of success and balance through "living cases" (in the form of guests from various professions and lifestyles); and (4) To aid students in contemplating their career options through individual advising and introducing various career and life planning resources. Using selected readings, cases, and guest speakers, we will explore both the public context of the workplace as well as the private context of individuals and their personal relationships in determining life choices.

Requirements: regular attendance, class participation, field interview, and a 10-page final paper

Winter Study Program

No prerequisites. Questions about the course: please contact Michele Moeller Chandler (458-8106 or michele.chandler2@verizon.net). *Enrollment limit: 15.*

Cost to student: approximately \$30 for case materials.

Meeting time: mornings.

MICHELE MOELLER CHANDLER and CHIP CHANDLER (Instructors)
TOOMAJIAN (Sponsor)

Michele Moeller Chandler ('73) and Chip Chandler ('72) have taught this Winter Study course for the past nine years. They have been both personally and professionally engaged in the course topic. Michele's career has been in college administration, and she has an M.A. from Columbia, and a Ph.D. from Northwestern. Her Ph.D. dissertation focused upon professional women who altered their careers because of family obligations. Chip spent 25 years at McKinsey & Company, where he was a senior partner, and he has an MBA from Harvard. He currently teaches in the Leadership Studies Program at Williams.

SPEC 43 Introduction to Scientific Cynicism #43 (Same as German 43)

(See under German for full description.)

WILLIAMS PROGRAM IN TEACHING

Students interested in exploring one or more of the following courses related to teaching and/or working with children and adolescents should contact Susan Engel, Director of Education Programs, who will be able to help you choose one that best suits your educational goals.

ANSO 11 Berkshire Farm Internship

(See under Anthropology/Sociology for full description.)

ANSO 12 Children and the Courts: Internship in the Crisis in Child Abuse

(See under Anthropology/Sociology for full description.)

BIOL 15 Students Teaching AIDS to Students (STATS) (Same as Special 20)

(See under Biology for full description.)

CHEM 11 Science for Kids (Same as Special 11)

(See under Chemistry for full description.)

LING 12 Preliminary Introduction to American Sign Language (Same as Women's and Gender Studies 12 and Special 12)

(See under Linguistics for full description.)

PSYC 17 Teaching Practicum

(See under Psychology for full description.)

SPEC 28 Teaching Practicums in New York City Schools

(See under Special for full description.)

WILLIAMS-MYSTIC PROGRAM IN AMERICAN MARITIME STUDIES

An interdisciplinary one-semester program co-sponsored by Williams College and Mystic Seaport which includes credit for one winter study. Classes in maritime history, literature of the sea, marine ecology, oceanography, and marine policy are supplemented by field seminars: offshore sailing, Pacific Coast and Nantucket Island. For details, see "Williams-Mystic Maritime Studies Program" or our website: www.williamsmystic.org.

PRESIDENTS OF WILLIAMS

Ebenezer Fitch, D.D., 1793-1815
Zephaniah Swift Moore, D.D., 1815-1821
Edward Dorr Griffin, D.D., 1821-1836
Mark Hopkins, M.D., D.D., LL.D., 1836-1872
Paul Ansel Chadbourne, D.D., LL.D., 1872-1881
Franklin Carter, Ph.D., LL.D., 1881-1901
John Haskell Hewitt, LL.D., Acting President, 1901-1902
Henry Hopkins, D.D., LL.D., 1902-1908
Harry Augustus Garfield, L.H.D., LL.D., 1908-1934
Tyler Dennett, Ph.D., Litt.D., LL.D., 1934-1937
James Phinney Baxter, 3rd, Ph.D., Litt.D., L.H.D., D.Sc., LL.D., 1937-1961
John Edward Sawyer, M.A., LL.D., Litt.D., L.H.D., 1961-1973
John Wesley Chandler, Ph.D., LL.D., L.H.D., 1973-1985
Francis Christopher Oakley, Ph.D., L.H.D., Litt.D., LL.D., 1985-1993
Harry Charles Payne, Ph.D., Litt.D., LL.D., 1994-1999
Carl William Vogt, LL.B., LL.D., 1999-2000
Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., 2000-

TRUSTEES 2005-2006

Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., *President*
Robert I. Lipp '60, M.B.A., J.D., Hartford, Connecticut, *Chairman of the Executive Committee*
Lucienne S. Sanchez '79, M.D., Cambridge, Massachusetts
William E. Simon, Jr. '73, J.D., A.M.P., Los Angeles, California
Peter M. Wege II '71, Ph.D., Sedona, Arizona
Paul Neely '68, M.S., M.B.A., Chattanooga, Tennessee
E. David Coolidge III '65, M.B.A., Kenilworth, Illinois
Michael B. Keating '62, LL.B., Boston, Massachusetts
Carl W. Vogt '58, LL.B., LL.D., L.H.D., San Francisco, California
John S. Wadsworth, Jr. '61, M.B.A., San Francisco, California
Laurie J. Thomsen '79, M.B.A., Concord, Massachusetts
Janet H. Brown '73, M.P.A., L.H.D., Washington, D.C.
Paul S. Grogan '72, M.Ed., Boston, Massachusetts
Gregory M. Avis '80, M.B.A., Palo Alto, California
Delos M. Cosgrove III '62, M.D., Hunting Valley, Ohio
A. Clayton Spencer '77, M.A., J.D., Winchester, Massachusetts
Jonathan A. Kraft '86, M.B.A., Foxboro, Massachusetts
Steven S. Rogers '79, M.B.A., Evanston, Illinois
Stephen Harty '73, M.P.P.M., Irvington, New York
Robert G. Scott '68, M.B.A., New York, New York
Barbara A. Austell '75, B.A., Villanova, Pennsylvania
Michael E. Reed '75, M.A., Silver Spring, Maryland
William E. Oberndorf '75, M.B.A., San Francisco, California
Yvonne Hao '95, M.A., New York, New York
Cesar J. Alvarez '84, J.D., Los Angeles, California

TRUSTEE COMMITTEES 2004-2005

Reported below are the committee appointments for 2004-2005. Changes in the 2005-2006 assignments will be presented in the fall.

Executive Committee: The President*, Robert I. Lipp, *Chair*; E. David Coolidge III, Paul Neely, Lucienne S. Sanchez, Cecily E. Stone, Carl W. Vogt, John S. Wadsworth, Jr.

Nominating Committee (Subcommittee): Cecily Stone, Trustee Emeritus, *Chair*; Janet H. Brown, Michael B. Keating, Jonathan A. Kraft, Lucienne S. Sanchez, Peter M. Wege II. Non-Trustee Members: Stephen R. Birrell, Wendy Hopkins, Richard Levy, JoAnn Muir, Matthew Nimetz, Richard Pickard.

Finance Committee: E. David Coolidge III, *Chair*; Gregory M. Avis, Robert I. Lipp, William E. Simon, Jr., Laurie J. Thomsen, John S. Wadsworth, Jr. Non-Trustee Members: Michael R. Eisenson, Stephen A. Lieber, James E. Moltz.

Committee on Instruction: Michael B. Keating, *Chair*; Barbara A. Austell, Gregory M. Avis, E. David Coolidge III, Delos M. Cosgrove III, Stephen Harty, Robert I. Lipp, Mary T. McTernan, Steven S. Rogers, Brent E. Shay, A. Clayton Spencer, Laurie J. Thomsen, Carl W. Vogt.

Facilities Committee: Paul Neely, *Chair*; Janet H. Brown, Paul S. Grogan, Jonathan A. Kraft, Lucienne S. Sanchez, Robert G. Scott, John S. Wadsworth, Jr., Peter M. Wege II. Non-Trustee Member: Jill E. Stephens.

Committee on Degrees: Cecily E. Stone, *Chair*; Delos M. Cosgrove III, Michael B. Keating, Michael E. Reed, Brent E. Shay, William E. Simon, Jr., A. Clayton Spencer, Carl W. Vogt.

Budget and Financial Planning Committee: John S. Wadsworth, Jr., *Chair*; Gregory M. Avis, E. David Coolidge III, Stephen Harty, Jonathan A. Kraft, Robert I. Lipp, Paul Neely, Steven S. Rogers, Robert G. Scott, William E. Simon, Jr., A. Clayton Spencer, Cecily E. Stone, Laurie J. Thomsen. Non-Trustee Member: Jill E. Stephens.

Committee on Alumni Relations and Development: Carl W. Vogt, *Chair*; Gregory M. Avis, Stephen Harty, Michael B. Keating, Robert I. Lipp, Mary T. McTernan, Paul Neely, Michael E. Reed, William E. Simon, Jr., Cecily E. Stone, Laurie J. Thomsen. Non-Trustee Member: Jill E. Stephens.

Committee on Campus Life: Lucienne S. Sanchez, *Chair*; Barbara A. Austell, Janet H. Brown, Delos M. Cosgrove III, Paul S. Grogan, Michael B. Keating, Mary T. McTernan, Michael E. Reed, Brent E. Shay, Carl W. Vogt, Peter M. Wege II.

Audit Committee: William E. Simon, Jr., *Chair*; Gregory M. Avis, E. David Coolidge III, Robert I. Lipp, Steven S. Rogers, Brent E. Shay, John S. Wadsworth, Jr. Non-Trustee Member: Richard R. Pickard.

Public Affairs Committee: Michael B. Keating, *Chair*; Delos M. Cosgrove III, Paul S. Grogan, Mary T. McTernan, Paul Neely, Brent E. Shay, A. Clayton Spencer, Carl W. Vogt.

Committee on Admission and Financial Aid: Peter M. Wege II, *Chair*; Barbara A. Austell, Janet H. Brown, E. David Coolidge III, Delos M. Cosgrove III, Paul S. Grogan, Jonathan A. Kraft, Steven S. Rogers, Lucienne S. Sanchez, Robert G. Scott, Brent E. Shay, A. Clayton Spencer, John S. Wadsworth, Jr.

*The President is an *ex-officio* member of all Trustee committees.

FACULTY EMERITI

Vincent M. Barnett, Ph.D., LL.D., LITT.D., L.H.D., D.C.L.
Sweetwood Apt 124, 1611 Cold Spring Road
James Phinney Baxter 3rd Professor of Political Science, Emeritus

Roger E. Bolton 30 Grandview Drive
William Brough Professor of Economics, Emeritus

David A. Booth, M.A. 44 Willshire Drive
Vice Provost and Lecturer In Political Science, Emeritus

James R. Briggs, B.A. 7 Windflower Way
Assistant Professor of Physical Education, Emeritus

Eleanor Brown, Ph.D. Westwood, Massachusetts
Lecturer in Biology, Emerita

Fielding Brown, Ph.D. Westwood, Massachusetts
Charles L. MacMillan Professor of Physics, Emeritus

MacAlister Brown, Ph.D. 57 Sabin Drive
Fairleigh S. Dickinson, Jr Professor of Political Science, Emeritus

Henry J. Bruton, Ph.D. 300 Syndicate Road
John J. Gibson Professor of Economics, Emeritus

James MacGregor Burns, Ph.D. 604 Bee Hill Road
Woodrow Wilson Professor of Government, Emeritus

Raymond Chang 146 Forest Road
Halford R. Clark Professor of Natural Sciences, Emeritus

Edson M. Chick, Ph.D. Proctorsville, Vermont
Professor of German, Emeritus

Charles D. Compton, Ph.D. Bradenton, Florida
Ebenezer Fitch Professor of Chemistry, Emeritus

Stuart B. Crampton 54 Grandview Drive
Barclay Jermain Professor of Natural Philosophy, Emeritus

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Mary A. & William Wirt Warren Professor of Psychology, Emeritus

Phyllis L. Cutler, M.S.L.S. Milton, Massachusetts
College Librarian, Emerita

John D. Eusden, Ph.D. 75 Forest Road
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Amos Lawrence Professor of Art, Emeritus

Nicholas Fersen, B.S. Pownal, Vermont
Professor of Russian, Emeritus

William T. Fox, Ph.D. 51 Moorland Street
Edward Brust Professor of Geology and Mineralogy, Emeritus

Robert W. Friedrichs, Ph.D. Exeter, New Hampshire
Professor of Sociology, Emeritus

Peter K. Frost Oxford, Mississippi
Frederich L. Schuman Professor of International Relations, Emeritus

Charles Fuqua 96 Grandview Drive
Garfield Professor of Ancient Languages, Emeritus

Antonio Gimenez Madrid, Spain
Professor of Romance Languages, Emeritus

William C. Grant, Ph.D. 155 Sweetbrook Road
Samuel Fessenden Clarke Professor of Biology, Emeritus

Lawrence S. Graver, Ph.D. 117 Forest Road
John Hawley Roberts Professor of English, Emeritus

Suzanne L. Graver 117 Forest Road
John Hawley Roberts Professor of English, Emerita

Fred Greene, Ph.D. 135 South Street
A. Barton Hepburn Professor of Government, Emeritus

Philip K. Hastings, Ph.D. 156 Bulkley Street
Professor of Psychology and Political Science, Emeritus

John M. Hyde, Ph.D. 20 Jerome Drive
Brown Professor of History, Emeritus

Robert M. Kozelka, Ph.D. Chapel Hill, North Carolina
Professor of Mathematics, Emeritus

Faculty Emeriti

Benjamin W. Labaree, Ph.D. Amesbury, Massachusetts
Professor of History and Environmental Studies, Emeritus

Renzie W. Lamb 34 Jerome Drive
Assistant Professor of Physical Education, Emeritus

H. Ganse Little, Ph.D. Amherst, Massachusetts
Cluett Professor of Religion, Emeritus

John A. MacFadyen, Ph.D. Hemlock Brook Pk #421
Edna McConnell Clark Professor of Geology, Emeritus

J. Hodge Markgraf, Ph.D. 104 Forest Road
Ebenezer Fitch Professor of Chemistry, Emeritus

William E. McCormick, M.A. Springhill, Florida
Assistant Professor of Physical Education, Emeritus

Earl L. McFarland 23 Greylock Village
Professor of Economics, Emeritus

Thomas E. McGill, Ph.D. Tiverton, Rhode Island
Hales Professor of Psychology, Emeritus

Francis Oakley 54 Scott Hill Road
Edward Dorr Griffin Professor of the History of Ideas, Emeritus, and President, Emeritus

Daniel D. O'Connor, Ph.D. 36 Hawthorne Road
Mark Hopkins Professor of Philosophy, Emeritus

Robert H. Odell, B.A. Lewisburg, Pennsylvania
Assistant Professor of Physical Education, Emeritus

Clara C. Park, M.A., Litt.D. 29 Hoxsey Street
Lecturer in English, Emerita

David A. Park, Ph.D. 29 Hoxsey Street
Webster Atwell Class of 1921 Professor of Physics, Emeritus

Robert R. Peck Pownal, Vermont
Director of Athletics, Emeritus

Norman R. Petersen Bristol, Rhode Island
Washington Gladden 1859 Professor of Religion, Emeritus

C. Ballard Pierce, Ph.D. Los Alamos, New Mexico
Professor of Physics, Emeritus

William H. Pierson, M.F.A., Ph.D. 107 South Street
Massachusetts Professor of Art, Emeritus

George Pistorius, Ph.D. 54 Cluett Drive
Gagliardi Professor of Romance Languages, Emeritus

Kenneth C. Roberts Bennington, Vermont
A. Barton Hepburn Professor of Music, Emeritus

Richard O. Rouse, Ph.D. 85 Harmon Pond Road
Mary A. & William Wirt Warren Professor of Psychology, Emeritus

Frederick Rudolph, Ph.D. 234 Ide Road
Mark Hopkins Professor of History, Emeritus

Carl R. Samuelson 575 Water Street
Assistant Professor of Physical Education, Emeritus

Irwin Shainman, M.A. 88 Baxter Road
Class of 1955 Memorial Professor of Music, Emeritus

Alex J. Shaw, M.A. 91 Baxter Road
Assistant Professor of Physical Education, Emeritus

John B. Sheahan, Ph.D. 320 Syndicate Road
William Brough Professor of Economics, Emeritus

Guilford L. Spencer, Ph.D. 70 Hamel Avenue
Frederic Latimer Wells Professor of Mathematics, Emeritus

Fred H. Stocking, Ph.D. P.O. Box 181
Morris Professor of Rhetoric, Emeritus

Robert C. Suderburg 41 Manning Street
Class of 1924 Professor of Music, Emeritus

Kurt P. Tauber, Ph.D. 94 Southworth Street
Class of 1924 Professor of Political Science, Emeritus

Gordon C. Winston 4 Windflower Way
Professor of Economics and Orrin Sage Professor of Political Economy, Emeritus

FACULTY 2005-2006

*On leave 2005-2006

**On leave first semester

***On leave second semester

****On leave calendar year (January-December 2006)

- Daniel P. Aalberts *Associate Professor of Physics*
B.S. (1989) M.I.T.; Ph.D. (1994) M.I.T.
- George A. Abdelnour *Visiting Assistant Professor in Spanish Language and Literature*
B.A. (1991) Yale; Ph.D. (1997) Yale
- Colin C. Adams *Francis Christopher Oakley Third Century Professor of Mathematics*
B.S. (1978) M.I.T.; Ph.D. (1983) University of Wisconsin
- * Laylah Ali *Assistant Professor of Art*
B.A. (1991) Williams; M.F.A. (1994) Washington University
- Marsha I. Altschuler *Professor of Biology*
B.S. (1972) University of Rochester; Ph.D. (1979) Indiana University
- Henry W. Art *Samuel Fessenden Clarke Professor of Biology*
A.B. (1966) Dartmouth; Ph.D. (1971) Yale
- Guillaume Aubert *Assistant Professor of History*
B.A. (1992) University de Tours-France; Ph.D. (2002) Tulane
- David H. Backus *Visiting Lecturer in Geosciences*
B.A. (1982) Haverford College; Ph.D. (1998) University of Washington, Seattle
- * Duane A. Bailey *Professor of Computer Science*
B.A. (1982) Amherst College; Ph.D. (1988) University of Massachusetts
- Robert Baker-White *Professor of Theatre*
B.A. (1980) Williams; Ph.D. (1990) Stanford
- Jon M. Bakija *Associate Professor of Economics*
B.A. (1990) Wesleyan; Ph.D. (1999) University of Michigan
- Lois M. Banta *Visiting Associate Professor of Biology*
B.A. (1983) Johns Hopkins; Ph.D. (1990) California Institute of Technology
- David E. Barnard *Assistant Professor of Physical Education*
B.A. (1981) Wesleyan M.A.L.S. (1989) Wesleyan
- Bill Barrale *Assistant Professor of Physical Education*
B.A. (1994) Northeastern University
- Andrea Barrett *Lecturer in English*
B.S. (1974) Union College
- Melissa J. Barry *Assistant Professor of Philosophy*
B.A. (1988) Wheaton; Ph.D. (1998) Notre Dame
- Annemarie Bean *Assistant Professor of Theatre*
B.A. (1988) Wesleyan; Ph.D. (2001) New York University
- *** Donald deB Beaver *Professor of History of Science*
A.B. (1958) Harvard; Ph.D. (1966) Yale
- Olga R. Beaver *Professor of Mathematics*
B.A. (1968) University of Missouri; Ph.D. (1979) University of Massachusetts
- Ilona D. Bell *Professor of English*
B.A. (1969) Radcliffe; Ph.D. (1977) Boston College
- Robert H. Bell *William R. Kenan, Jr., Professor of English*
B.A. (1967) Dartmouth; Ph.D. (1972) Harvard
- ** Gene H. Bell-Villada *Professor of Romance Languages*
B.A. (1963) University of Arizona; Ph.D. (1974) Harvard
- Ben Benedict *Lecturer in Art*
B.A. (1973) Yale; M.Arch. (1976) Yale School of Architecture
- Charles Benjamin *Class of 1946 Visiting Professor of Environmental Studies and International Environmental Issues*
B.A. (1986) University of Missouri; Ph.D. (2004) University of Michigan
- Magnus T. Bernhardsson *Assistant Professor of History*
B.A. (1990) University of Iceland; Ph.D. (1999) Yale
- * Dieter Bingemann *Assistant Professor of Chemistry*
Ph.D. (1994) University of Göttingen, Germany

Faculty

- Randall D. Bird
A.B. (1979) Washington University; Ph.D. (2003) Harvard
Mellon Postdoctoral Fellow in Art
- Marcellus Blount
B.A. (1980) Williams; Ph.D. (1987) Yale
Sterling Brown '22 Visiting Professor of English, Spring Semester
- ** M. Jennifer Bloxam
B.M. (1979) University of Illinois; Ph.D. (1987) Yale
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Assistant Professor of Statistics
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Associate Professor of Economics
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- Assistant Professor of English*

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- ** Douglas Gollin *Associate Professor of Economics*
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<p>Patricia M. Manning B.S. (1977) Cortland; M.S. (1988) Smith</p> <p>Eiko Maruko B.A. (1997) Williams; Ph.D. (2003) Harvard</p> <p>* George E. Marcus A.B. (1964) Columbia; Ph.D. (1968) Northwestern</p> <p>J. Hodge Markgraf A.B. (1952) Williams; Ph.D. (1957) Yale</p> <p>Brian Martin A.B. (1993) Harvard; Ph.D. (2003) Harvard</p> <p>Christine L. Mason Ed.M. (1986) Boston University</p> <p>Nancy Mowll Mathews B.A. (1968) Goucher College; Ph.D. (1980) Institute of Fine Arts, New York University</p> <p>James McAllister B.A. (1986) S.U.N.Y., Buffalo; M.Phil. (1994) Columbia</p> <p>Ann K. McCallum B.A. (1974) McGill University; M.Arch. (1980) Yale</p> <p>George M. McCormack B.S. (1987) Ithaca College</p> <p>* Elizabeth P. McGowan B.A. (1979) Princeton; Ph.D. (1993) New York University</p> <p>Thomas H. McGrath B.A. (1985) Brandeis; Ph.D. (1994) Harvard</p> <p>Gage C. McWeeny B.A. (1993) Columbia; Ph.D. (2003) Princeton</p> <p>Stephen J. Meardon A.B. (1993) Bowdoin; Ph.D. (1999) Duke</p> <p>Lisa M. Melendy A.B. (1982) Smith; M.S. (1985) University of Massachusetts</p> <p>Nicole Mellow B.A. (1992) Vassar; Ph.D. (2003) University of Texas</p> <p>Karen R. Merrill B.A. (1986) Oberlin; Ph.D. (1994) University of Michigan</p> <p>Russell Merris B.S. (1964) Harvey Mudd College; Ph.D. (1969) University of California, Santa Barbara</p> <p>Bojana Mladenovic B.A. (1984) University of Belgrade; Ph.D. (1995) University of California, Berkeley</p> <p>Peter J. Montiel B.A. (1973) Yale; Ph.D. (1978) M.I.T.</p> <p>Douglas B. Moore B.Mus. (1967) Indiana University; D.M.A (1977) Catholic University</p> <p>Justin Moore B.A. (1990) Rollins College; M.A. (2004) University of Central Michigan</p> <p>Manuel A. Morales Ph.D. (1999) University of Connecticut</p> <p>Frank Morgan S.B. (1974) M.I.T.; Ph.D. (1977) Princeton</p> <p>Paul Muench B.A. (1990) Reed College; M.A. (1999) University of Pittsburgh</p> <p>Brenna Munro B.A. (1995) University of Cambridge, Girton College; M.A. (1998) University of Virginia</p> <p>Peter T. Murphy B.A. (1981) Yale; Ph.D. (1986) Johns Hopkins</p>	<p><i>Assistant Professor of Physical Education</i></p> <p><i>Assistant Professor of History</i></p> <p><i>Professor of Political Science</i></p> <p><i>Visiting Professor of Chemistry</i></p> <p><i>Assistant Professor of French Literature and French Language</i></p> <p><i>Assistant Professor of Physical Education and Athletic Insurance Coordinator</i></p> <p><i>Lecturer in Art History</i></p> <p><i>Associate Professor of Political Science</i></p> <p><i>Lecturer in Art</i></p> <p><i>Assistant Professor of Physical Education</i></p> <p><i>Associate Professor of Art and Fellow of the Oakley Center for the Humanities and Social Sciences</i></p> <p><i>Visiting Assistant Professor of Art, Fall Semester</i></p> <p><i>Assistant Professor of English</i></p> <p><i>Visiting Assistant Professor of Economics</i></p> <p><i>Assistant Professor of Physical Education, Senior Women's Administrator for Athletics, and Assistant Athletic Director</i></p> <p><i>Assistant Professor of Political Science</i></p> <p><i>Associate Professor of History</i></p> <p><i>Visiting Professor Of Mathematics</i></p> <p><i>Assistant Professor of Philosophy</i></p> <p><i>Fred Greene Third Century Professor of Political Economy and Chair of the Center for Development Economics</i></p> <p><i>Mary A. and William Wirt Warren Professor of Music</i></p> <p><i>Assistant Professor of Physical Education</i></p> <p><i>Assistant Professor in Biology</i></p> <p><i>Webster Atwell—Class of 1921 Professor of Mathematics</i></p> <p><i>Visiting Lecturer in Philosophy</i></p> <p><i>Mellon Post-Doctoral Fellow in Anglophone African Literature</i></p> <p><i>Associate Professor of English</i></p>
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James L. Nolan, Jr. B.A. (1984) University of California; Ph.D. (1995) University of Virginia	<i>Associate Professor of Sociology and Director of the Williams-Exeter Programme at Oxford University</i>
Glyn P. Norton A.B. (1963) University of Michigan; Ph.D. (1968) University of Michigan	<i>Willcox B. and Harriet M. Adsit Professor of International Studies and Professor of Romance Languages</i>
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Lori A. DuBois	<i>Reference and Instruction Librarian</i>
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Appointments and Promotions: Laurie Heatherington, Leyla Rouhi, Heather Williams, Catharine Hill*, Thomas Kohut*, Morton Owen Schapiro*.

Calendar and Schedule: Ollie Beaver, *Chair*, Cheryl Hicks, Ileana Velazquez, Bud Fisher*, Stephen Sneed*, Barbara Casey*, Lu Hong '08, Justin Lavner '06, Kathryn Lindsey '07, Andrew Pocius '06, Jennifer Ray '07.

Chapin Library: Charles Dew, *Chair*, Darra Goldstein, Jay Pasachoff, David Pilachowski*, Robert Volz*.

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Educational Policy: Edward Burger, *Chair*, Magnus Bernhardsson, George Crane, Scarlett Jang, Allison Pacelli, Katarzyna Pieprzak, Jefferson Strait, Nancy Roseman*, Thomas Kohut*, Charles Toomajian Jr.*, Morton Owen Schapiro*, Eric Cheung '06, Blake Emerson '07, Andrew Jang '07, Joanna Kretchmer '06, Julia Kropp '08, Jennifer Ray '07.

Faculty Review: Annemarie Bean, Christopher Bolton, Sarah Bolton, Denise Buell, Allison Case, David Dethier, Alexandra Garbarini, Darra Goldstein, Laurie Heatherington, Lara Hutson, Manuel Morales, Marlene Sandstrom.

Honorary Degrees: Jon Bakija, Markes Johnson, Carol Ockman, Joan Edwards*, Nancy McIntire*, Morton Owen Schapiro*, Laura Kolesar '06, Paul Obeng-Oyere '06, M. Esa Seegulum '06, Rafael Frias '07, Nathan Friend '07.

Honor System-Discipline: John Thoman†, *Chair of Discipline Committee* and *Chair of Honor Committee*, Bridget Clarke, Gretchen Long†, Peter Low†, Alix Rorke†, Merida Rua, Ken Savitsky, Alex Willingham, Nancy Roseman†*, Andrew Eyre '06†, *Student Chair*, William Bruce '08†, Morgan Cronin '07†, Timothy Geoffrion '08†, Sarah Ginsbur '07†, M. Esa Seegulum '06†, '09 students to be elected in October†.

Information Technology: Shawn Rosenheim, *Chair*, Hank Art, Deborah Brothers, Bob Gazzale, Catherine Hill*, David Pilachowski*, Dinny Taylor*, Charles Toomajian Jr., Thomas Dwyer, Ronit Bhattacharayya '07, Daniel Gerlane '06, Michael Gnozzio '07, Robin Stewart '06, Chris Upjohn '07.

Lecture: Lara Shore-Sheppard, *Chair*, Tess Chakkalakal, Bob Kavanaugh, Bernhard Klingenberg.

Library: Darra Goldstein, *Chair*, Guillaume Aubert, Bud Wobus, Catharine Hill*, David Pilachowski*, Robert Volz*, Katherine Ackerman '08, Jessica England '06, Jared Powell '06.

Priorities and Resources: Cathy Johnson, *Chair*, Melissa Barry, Allison Case, Lara Hutson, Stephen Birrell*, Keith Finan*, Catharine Hill*, Vice President TBA*, students to be announced.

Steering: Julie Cassiday, *Chair*, Joseph Cruz, Andrea Danyluk, Soledad Fox, Claire Ting, Scott Wong.

Undergraduate Life: William Dudley, *Chair*, Eiko Maruko, Thomas Murtagh, Dave Paulsen, Tom Smith, Douglas Bazuin*, Bevin Blaber '08, Morgan Goodwin '08, Brian Hirschman '06, Seth Isen '08, Megan O'Malley '06, Matthew Simonson '08.

Faculty-Student Committees, Special Advisors

Winter Study Program: Anand Swamy, *Chair*, Marjorie Hirsch, Darel Paul, Olga Shevchenko, Kris Tapp, Barbara Casey*, Paula Consolini*, Christine Menard*, Tyler Auer '07, Mary Catherine Blanton '06, Sally Lambert '08, Jen Mezies'07.

* Ex-officio

† Honor Subcommittee

SPECIAL ADVISORS 2005-2006

Architecture: Ann K. McCallum

Business Schools and Business Opportunities: John Noble

Divinity Schools: Richard E. Spalding

Engineering: Jefferson Strait

Federally Funded Faculty Fellowships (NSF, Fulbright, HHMI, etc.): Keith Finan, Thomas Kohut

Faculty Fellowships: Thomas Kohut

Graduate Schools of Arts and Sciences: Department Heads

Graduate Fellowships and Scholarships: Peter D. Grudin

Churchill Scholarship

Fulbright Predoctoral Grants

Luce Scholars Program

Mellon Fellowship

Rhodes, Marshall Scholarships

Health Professions Advisor: Ann Marie Swann, M.D. (*First Semester*); Charles H. Stevenson (*Second Semester*)

International Student Advisor: Carole Hsi Lin Hsiao

Law Schools: Fatma Kassamali

National Science Foundation: Department Chairs

Peace Corps: John Noble

Public and International Affairs Schools and Foreign Service: James McAllister

Special Academic Programs: Molly L. Magavern

Student Writing Tutorial Program: Peter D. Grudin

Study Abroad Programs: Laura B. McKeon

Teaching, M.A.T. Programs: Susan L. Engel, John Noble

Harry S. Truman Scholarship: Peter D. Grudin

Watson Traveling Fellowship: Peter D. Grudin

Williams College Prizes and Fellowships for Graduate Study: Peter D. Grudin

Winter Study Practice Teaching: Susan Engel

SEXUAL HARASSMENT/DISCRIMINATION ADVISORS

Advisors are available to all members of the College community for consultation concerning incidents that could be a form of discrimination. The advisor's role is described in the *Discrimination Grievance Policy and Procedures*, printed in the handbooks. Persons serving as advisors are health staff and counselors, assistant and associate deans, Human Resources officers, the Chaplain, and the Affirmative Action Officer. There are also two faculty, two staff, and two student advisors who have received training in sexual harassment and other discrimination advising. In 2005-2006, these advisors are:

Peter Grudin, *Assistant Dean of the College*
Carole Hsiao, *Assistant Dean of the College*
David Johnson, *Associate Dean of the College*
Laura McKeon, *Assistant Dean of the College and Director of International Study*
Charles Toomajian, *Associate Dean for Academic Programs and Registrar*
Stephen Collingsworth, *Coordinator of Lesbian, Gay, Bisexual, Transgender Issues*
Nancy McIntire, *Assistant to the President and Affirmative Action Officer*
Richard Spalding, *Chaplain to the College*
Martha Tetrault, *Director of Human Resources*
Robert Wright, *Associate Director of Human Resources*
Donna Denelli-Hess, *Health Educator*
Ruth Harrison, *Director of Health Services*
Rafael Frias '07
Caitlin Sullivan '07
Cathy Johnson, *Professor of Political Science*
Enrique Peacock-López, *Professor of Chemistry*
Paula Moore Tabor, *Associate Director of Alumni Relations*
Bruce Wheat, *Instructional Technology Specialist*

STANDING PANELS FOR DISCRIMINATION GRIEVANCE PROCEDURES

The grievance committee that hears cases of alleged discrimination is appointed from a standing panel consisting of thirty-two persons drawn from several College panels and from the College Council. Its membership also includes a minority faculty and staff representative. Two panel members—one a member of the faculty, the other of the staff—stand ready to chair the grievance committee appointed to hear a particular case. The members of the standing panel are:

Faculty Review Panel: Annemarie Bean, Christopher Bolton, Sarah Bolton, Denise Buell, Alison Case, David Dethier, Alexandra Garbarini, Darra Goldstein, Laurie Heatherington, Lara Hutson, Manuel Morales, Marlene Sandstrom

Provost's Panel: Susan Bernardy, Michael Frawley, Robin Kibler, Richard Nesbitt, Charles Toomajian, Pamela Turton

Vice President's Panel: Marc Field, Robert Jarvis, Kelly Kervan, Beatrice Miles, Paula Moore Tabor, Lori Tolle

College Council Panel: Ananda Burra '07, April Champion '06, Jason Fan '08, Kathleen Krause '06, Matthew McClure '06, Esa Seegulam '06

Minority Faculty-Staff Representatives: Appointed by the President

Faculty Chair: Appointed by President

Staff Chair: Appointed by President

OFFICES OF ADMINISTRATION 2005-2006

Office of the President

Morton Owen Schapiro *President*
 B.S. (1975) Hofstra University; M.A. (1976) University of Pennsylvania; Ph.D. (1979) University of Pennsylvania
 Nancy J. McIntire *Assistant to the President for Affirmative Action and Government Relations*
 B.A. (1962) New Hampshire; M.A. (1965) Harvard
 JoAnn Muir *Senior Executive Assistant and Secretary of the College*
 B.A. (1970) University of Connecticut

Office of the Provost

Catharine B. Hill *Provost*
 B.A. (1976) Williams; M.A. (1978) Oxford University; Ph.D. (1985) Yale
 Keith C. Finan *Associate Provost and Director of Grant Administration*
 B.A. (1976) Miami University, Ohio; M.A. (1979) S.U.N.Y., Binghamton
 Thomas J. Dwyer *Budget Director*
 B.A. (1995) Pomona College; M.B.A. (2001) Harvard Business School
 D. Chris Winters *Director of Institutional Research*
 B.A. (1995) Williams; M.S./M.B.A. (1996) Northeastern University, GSPA
 Kritan Renish *Budget and Planning Analyst*
 B.A. (1981) Bates College
 Marianne Congello *Executive Assistant*

Office of the Dean of the Faculty

Thomas A. Kohut *Dean of the Faculty*
 B.A. (1972) Oberlin; Ph.D. (1983) University of Minnesota
 John P. Gerry *Associate Dean of the Faculty*
 A.B. (1984) Grinnell College; Ph.D., A.M., A.L.M. (1993) Harvard University
 Sally L. Bird *Administrative Coordinator of Faculty Affairs*
 Paula M. Consolini *Cordinator of Experiential Education*
 A.B. (1981) Lafayette College; Ph.D. (1992) University of California, Berkeley
 Carolyn Greene *Academic Program Coordinator*
 B.A. (2002) Williams college.

Office of the Dean of the College

Nancy A. Roseman *Dean of the College*
 A.B. (1980) Smith; Ph.D. (1987) Oregon State
 David C. Johnson *Associate Dean for First-Year Students*
 B.A. (1971) Williams; M.A. (1995) Williams
 Stephen D. Sneed *Associate Dean*
 B.S. (1971) Western Michigan University; Ed.D. (1979) West Virginia University
 Charles R. Toomajian, Jr. *Associate Dean for Academic Programs and Registrar*
 A.B. (1965) Bowdoin; Ph.D. (1974) Cornell
 Peter D. Grudin *Assistant Dean/Director of the Writing Workshop*
 B.A. (1964) Lehigh; Ph.D. (1971) Harvard
 Carole Hsi Lin Hsiao *Assistant Dean*
 B.A. (1985) Whitman College; Ph.D. (2005) University of Wisconsin
 Laura B. McKeon *Assistant Dean and Director of International Study*
 B.A. (1969) University of Chicago; Ph.D. (1980) University of Chicago
 Cynthia G. Haley *Executive Assistant to the Dean*

Office of the Vice President for Administration and Treasurer

TBA *Vice President for Administration and Treasurer*
 Adriana B. Cozzolino *Assistant Vice President for Administration*
 B.S. (1989) S.U.N.Y., Albany; C.P.A. (1994)
 Mireille S. Roy *Executive Assistant and Mortgage Consultant*
 A.S. (1969) Berkshire Community College; Real Estate Paralegal (2003)

Office of the Vice President for Alumni Relations and Development

Stephen R. Birrell *Vice President for Alumni Relations and Development*
 B.A. (1964) Williams; M.A.T. (1966) Wesleyan; M.P.A. (1980) University of New Hampshire
 Margaret C. Adler *Planned Giving Officer*
 B.A. (1999) Williams

Offices of Administration

Robert V. Behr B.A. (1955) Williams; Ed.M. (1962) Harvard	<i>Alumni Travel Coordinator</i>
Pam Besnard B.A. (1984) Williams	<i>Senior Development Officer</i>
Neil Bibbins B.A. (1988) Massachusetts College of Liberal Arts	<i>Assistant Director of Donor Relations</i>
Enoch J. Blazis B.S. (1987) U.S. Naval Academy	<i>Senior Development Officer</i>
Crystal A. Brooks B.A. (1995) Skidmore College	<i>Director of Research, Development Office</i>
Kimberly A. Brown B.S. (1982) Massachusetts College of Liberal Arts	<i>Manager of Mailing Services</i>
Michael A. Burdick	<i>Web Manager</i>
Joan Gregg Callahan B.A. (1989) Williams	<i>Director of Annual Giving and 25th Reunion Program</i>
Mary Ellen Czerniak B.A. (1972) DePaul University; B.A. (1977) University of Wyoming	<i>Director of Corporate and Foundation Relations</i>
David B. Dewey B.A. (1982) Williams	<i>Senior Development Officer</i>
Diana M. Elvin B.A. (1971) Wheaton College; M.A. (1990) Assumption College	<i>Director of Donor Relations</i>
Patti J. Exster	<i>Development Research Specialist</i>
Lewis E. Fisher B.A. (1989) Williams	<i>Director of the 50th Reunion Program</i>
Brooks L. Foehl B.A. (1988) Williams	<i>Assistant Director of Alumni Relations</i>
Virginia N. Gaskill	<i>Executive Assistant</i>
Jennifer E. Grow B.A. (1994) Mt. Holyoke College	<i>Assistant Editor of Alumni Publications</i>
Sara L. Holden B.A. (1969) St. Joseph College	<i>Development Research Specialist</i>
Wendy W. Hopkins B.A. (1972) Williams	<i>Director of Alumni Relations and Secretary of the Society of Alumni</i>
Keli A. Kaegi B.A. (1988) Wellesley; M.S. (1991) University of Rochester	<i>Associate Director of Alumni Relations</i>
Cindy L. Kimball	<i>Manager of Bio Administration</i>
Jennifer Krouse B.A. (1989) Williams; M.F.A. (1997) Loyola Marymount University	<i>Development Officer, Alumni Fund</i>
Peter R. Landry A.S. (1991) Berkshire Community College	<i>Manager of Gift Administration</i>
Sally J. Logan B.A. (1977) University of Massachusetts, Boston	<i>Development Research Specialist</i>
Rebecca Logue B.A. (1999) Williams	<i>Assistant Director of Alumni Relations</i>
Amy T. Lovett B.A. (1994) University of Richmond	<i>Editor of Alumni Publications</i>
Julie J. Menard B.S. (2000) Massachusetts College of Liberal Arts	<i>Assistant Director of Advancement Information Systems</i>
Rachel F. Moore B.A. (1980) Bates College	<i>Director of Planned Giving</i>
Megan Morey B.A. (1989) Ohio Wesleyan University	<i>Director of Leadership Giving</i>
Christine DeMasi Naughton B.A. (1999) Massachusetts College of Liberal Arts	<i>Events Manager</i>
Jane Nicholls B.A. (1977) Pennsylvania State University; M.S. (1999) Oxford	<i>Director of Parents Fund</i>
Heather L. O'Brien B.A. (1995) Trinity College, Burlington	<i>Development Officer, Alumni Fund</i>
Wendy J. Penner B.A. (1987) University of Michigan; Ph.D. (1992) University of Michigan	<i>Assistant Director of Corporate and Foundation Relations</i>
Chelsea S. Pollen B.A. (2005) Williams	<i>Alumni Relations Intern</i>

Offices of Administration

Damon Reed B.A. (1962) Connecticut College	<i>Senior Development Officer</i>
Michael A. Reopell B.S. (1985) Massachusetts College of Liberal Arts; M.B.A. (1994) Western New England College	<i>Director of Advancement Information Systems</i>
Christine A. Robare B.S. (1994) Massachusetts College of Liberal Arts; M.B.A. (1999) Western New England College	<i>Development Officer, Alumni Fund</i>
Jennifer J. Small B.A. (1988) Union College; M.P.H. (1995) University of Massachusetts, Amherst	<i>Senior Development Officer</i>
Paula Moore Tabor B.A. (1976) Williams; Ed.M. (1989) Harvard	<i>Associate Director of Alumni Relations</i>
Stephen M. Tomkowicz B.S. (1985) Massachusetts College of Liberal Arts	<i>Assistant Director of Advancement Information Systems</i>
James H. Trapp B.A. (1976) Williams	<i>Associate Director of 25th Reunion Program</i>
Christopher J. Vadnais	<i>Programmer/Analyst</i>
Teresa J. Waryjasz A.S. (1980) Berkshire Community College	<i>Production Manager</i>
Robert H. White B.A. (1977) Colgate	<i>Director of Communications</i>
Alice E. Wilson B.A. (1971) University of Iowa	<i>Assistant Director 50th Reunion Program</i>
Catherine M. Yamamoto B.B.A. (1973) University of Wisconsin	<i>Development Officer, Alumni Fund</i>

Academic Resource Center

Joyce P. Foster B.A. (1973) Northeastern University; Ph.D. (1997) Brown	<i>Director of Academic Resources</i>
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Office of Admission

Richard L. Nesbitt B.A. (1974) Williams; M.S.Ed. (1985) University of Pennsylvania	<i>Director of Admission</i>
Gina M. Coleman B.A. (1990) Williams; M.Ed. (2000) Massachusetts College of Liberal Arts	<i>Associate Director of Admission</i>
Frances B. Lapidus B.S. (1966) Maryland; M.Ed. (1978) Massachusetts College of Liberal Arts	<i>Associate Director of Admission</i>
Karen J. Parkinson A.B. (1970) Mount Holyoke; M.Ed. (1976) University of Rochester	<i>Associate Director of Admission</i>
Constance D. Sheehy B.A. (1975) Williams; M.Ed. (1995) Massachusetts College of Liberal Arts	<i>Associate Director of Admission for Operations</i>
Nathaniel Budington B.A. (1979) Johnston College, University of Redlands	<i>Assistant Director of Admission</i>
Lauren P. Lynch B.A. (1989) Smith; M.S.W. (1992) Columbia University School of Social Work	<i>Assistant Director of Admission</i>
Rob Rivas B.A. (2003) Williams	<i>Assistant Director of Admission</i>
Mark Robertson B.A. (2002) Williams	<i>Assistant Director of Admission</i>
Geraldine Y. Shen B.A. (2001) Williams	<i>Assistant Director of Admission</i>

Offices of Administration

Office of Campus Life

Douglas J. Bazuin *Director of Campus Life*
B.A. (1993) Hope; M.A. (1997) Geneva

Jessica A. Gulley *Assistant Director of Campus Life*
B.A. (1998) Castleton State

Matthew P. Boyd *Assistant Director for Residential Programs*
B.A. (2001) Bowdoin

Sara V. Ansell *Campus Life Coordinator*
B.A. (2005) Haverford

Anna P. Bennett *Campus Life Coordinator*
B.A. (2004) Mount Holyoke

Kareem Khubchandani *Campus Life Coordinator*
B.A. (2004) Colgate

Office of Campus Safety and Security

Jean M. Thorndike *Director of Campus Safety and Security*
B.S. (1986) Southern Vermont College

David J. Boyer *Associate Director of Security*
B.S. (1982) Westfield State College

Office of Career Counseling

John Noble *Director of Career Counseling*
A.B. (1975) Harvard; M.S. (1980) Bank Street College of Education

Robin L. Meyer *Associate Director of Career Counseling*
B.A. (1991) Gustavus Adolphus College; M.S. (1996) Mankato University

Dawn M. Dellea *Assistant Director of Career Counseling*
B.S. (1992) Northeastern University; M.Ed. (2003) Cambridge College

Ronald L. Gallagher *Assistant Director of Career Counseling*
B.S. (1976) Springfield; A.S. (1974) Springfield Technical College

Fatma Kassamali *Pre-Law Advisor*
B.A. (1970) Cedar Crest; M.S. (1972) Syracuse

Office of the Chaplains

Richard E. Spalding *Chaplain to the College and Coordinator of Community Service*
B.A. (1976) Yale University; M. Div. (1981) Yale Divinity School; S.T.M. (1986) Union Theological Seminary (NY)

Peter Feudo, Jr. *Associate Chaplain*
B.A. (1974) Boston College; M.A. (1977) Michigan State University; Sc.D. (1986) Boston University; Third Order Profession, Secular Franciscan Order

Robert S. Scherr *Associate Chaplain*
B.A. (1968) University of California, Berkeley; M.A. (1971) California State University (San Francisco); M.T.S. (2001) Harvard Divinity School

Conference Office

Marjorie M. Wylde *Director of Conferences*
B.A. (1964) Regis

Office of the Controller

Susan S. Hogan, CPA *Controller*
B.S. (1980) Syracuse

Karen P. Jolin *Director of Financial Information Systems*
B.S. (1982) Massachusetts College of Liberal Arts

David W. Holland *Bursar*
B.S. (1967) Suffolk University

Sandra A. Connors *Supervisor of Gift and Grant Accounting*
Kelly F. Kervan *Accountant*
B.S. (1990) North Adams State College

Office of Financial Aid

Paul J. Boyer *Director of Financial Aid*
B.A. (1977) Williams

Betsy Hobson *Associate Director of Financial Aid*
B.S. (1989) University of Colorado

Offices of Administration

Criss S. Laidlaw B.A. (1982) Carleton College	<i>Director of Administrative Information Systems</i>
Benjamin D. LaRoche B.C.C. (1995) Champlain College	<i>Network Projects Administrator</i>
James Lillie	<i>Media Services Assistant</i>
John M. Markunas B.S.E.E. (1974) Lowell Tech	<i>Network and Systems Administrator</i>
Gabriel McHale	<i>Networks and Systems Administrator</i>
Lynn M. Melchiori B.A. (1978) University of Massachusetts, Amherst; M.Ed. (2001) Massachusetts College of Liberal Arts	<i>Desktop Systems Specialist</i>
Milos Mladenovic B.A. (1994) Yale	<i>Desktop Systems Specialist</i>
Sharron J. Macklin B.S. (1972) University of Massachusetts, Amherst; M.S. (1996) University of Maine, Orono	<i>Instructional Technology Specialist</i>
Jonathan Morgan-Leaman B.A. (1989) Colgate	<i>Technology Specialist</i>
Trevor Murphy B.A. (1994) S.U.N.Y.	<i>Instructional Technology Specialist</i>
Edward S. Nowlan B.S. (1985) Southern Connecticut State University	<i>Database Administrator</i>
Todd Noyes	<i>Desktop Systems Specialist</i>
Robert G. Ouellette	<i>Project Manager</i>
Guy Randall	<i>Desktop Systems Specialist</i>
Philip F. Remillard B.A. (1978) Massachusetts College of Liberal Arts	<i>Media Services Specialist</i>
Michael Richardson	<i>Media Lab Coordinator</i>
Seth Rogers B.A. (1989) Reed College	<i>Associate Director Desktop Systems</i>
Douglas A. Rydell B.A. (1980) St. John's	<i>Project Manager</i>
Paul J. Smernoff	<i>Assistant Networks and Systems Administrator</i>
Dinny S. Taylor B.A. (1968) Connecticut College; M.Ed. (1970) Lesley	<i>Chief Technology Officer</i>
Jianjun Wang B.A. (1982) Shanghai International Studies University, China; M.A. (1994) University of Connecticut, Storrs	<i>Instructional Technology Specialist</i>
Christopher S. Warren B.A. (1996) Williams	<i>Database Integration Specialist</i>
Bruce Wheat B.M. (1973) Eastman School of Music	<i>Instructional Technology Specialist</i>

Office of Investment

TBA	<i>Manager of Investments and Treasury Operations</i>
Robert A. Seney B.S. (1985) North Adams State College; M.B.A. (1990) University of Lowell	<i>Investment Administrator</i>
Kathleen L. Therrien B.S. (1997) Massachusetts College of Liberal Arts	<i>Trust Administrator</i>

Office of Physical Education, Athletics and Recreation

Harry C. Sheehy III B.A. (1975) Williams; M.Ed. (1988) University of Washington	<i>Director of Athletics</i>
Lisa Melendy M.S. (1985) University of Massachusetts	<i>Senior Women's Administrator and Associate Director of Athletics</i>
Karen Whalen B.S. (1988) Temple University	<i>Assistant Director of Athletics/Finance</i>
Michael J. Frawley B.S. (1987) Bridgewater State; M.S. (1988) Old Dominion	<i>Director of Sports Medicine</i>
Gary J. Guerin B.S. (1975) Boston University	<i>Associate Director for Operations, Athletics</i>
Ronald A. Stant	<i>Trainer</i>
Lisa Wilk B.S. (1992) Northeastern; M.S. (1995) Indiana State	<i>Assistant Trainer</i>

Offices of Administration

Holly E. Silva *Assistant Coordinator of Dance*
B.S. (1977) Southern Connecticut State College; M.F.A. (1987) Smith College

Office of Public Affairs

James G. Kolesar *Director of Public Affairs*
B.A. (1972) Williams

Heather H. Clemow *Director of Publications for the Office of Public Affairs*
B.A. (1975) Stephens College; M.S. (1976) Nova University

Kristian S. Dufour *Sports Information Intern*
B.A. (1990) S.U.N.Y., Old Westbury

A. Jo Procter *News Director*
B.A. (1960) Antioch College; M.S. (1987) Boston University

Dick Quinn *Assistant Director of Public Affairs, Director of Sports Information*
B.A. (1973) Holy Cross; M.S. (1989) Iona

Alicia Smith *Web Developer*

Office of the Registrar

Charles R. Toomajian, Jr. *Associate Dean for Academic Programs and Registrar*
A.B. (1965) Bowdoin; Ph.D. (1974) Cornell

Barbara A. Casey *Associate Registrar for Student and Faculty Services*
B.A. (1983) Williams

Mary L. Morrison *Associate Registrar for Records and Registration*
B.A. (1974) Mount Holyoke; M.B.A. (1989) S.U.N.Y., Albany

Special Academic Programs Office

Margaret L. Magavern *Coordinator of Special Academic Programs*
B.A. (1983) Wesleyan University; Ed.M. (1996) North Adams State College

Center for Development Economics

Peter J. Montiel *Chair, Executive Committee*
B.A. (1973) Yale; Ph.D. (1978) M.I.T.

Thomas S. Powers *Director of the Center for Development Economics*
B.A. (1981) Williams; M.B.A. (1987) Harvard

Pamela D. Turton *Assistant Director*
B.A. (1970) Colby College; M.Ed. (1971) University of Cincinnati

Center for Environmental Studies

Karen R. Merrill *Director*
B.A. (1986) Oberlin; Ph.D. (1994) University of Michigan

Sarah S. Gardner *Associate Director*
B.A. (1985) Smith College; Ph.D. (2000) City University of New York

Andrew T. Jones *Hopkins Memorial Forest Manager*
B.A. (1986) Macalester College; M.F. (1994) Duke

Center for Foreign Languages, Literatures, and Cultures

Jane Canova *Administrative Director of the Center for Foreign Languages, Literatures and Cultures*
B.S. (1976) Georgetown; M.S.W. (1980) New York University

Multicultural Center

David Eppel *Academic Director of the Multicultural Center*
B.A. (1971) University of Cape Town; M.F.A. (1986) Columbia

Gail Bouknight-Davis *Director of the Multicultural Center*
B.A. (1988) Brandeis; Ph.D. (1997) Brown

Stephen D. Collingworth, Jr. *Assistant Director/Queer Issues Coordinator*
B.A. (1992) Ohio State University; M.A. (1994) Ohio State University

Marcela Villada Peacock *Multicultural Center Program Coordinator*

Oakley Center for the Humanities and Social Sciences

Mark T. Reinhardt *Director*
B.A. (1983) Wesleyan University; Ph.D. (1991) University of California, Santa Cruz

Academic Support

Bryce A. Babcock *Coordinator of Science Facilities and Staff Physicist*
B.S. (1968) University of Michigan; Ph.D. (1972) University of Michigan

Mary K. Bailey *Systems Support Specialist*
B.S. (1983) University of New Hampshire; M.M. (1988) University of Massachusetts

Offices of Administration

Susan L. Engel B.A. (1980) Sarah Lawrence; Ph.D. (1986) C.U.N.Y.	<i>Director of Education Programs</i>
Linda A. Reynolds B.S. (1970) University of Connecticut; M.A. (1979) New York University; M.A. (1993) Williams	<i>Slide Librarian</i>
Anne R. Skinner B.A. (1961) Radcliffe; Ph.D. (1966) Yale	<i>Safety Officer</i>

Buildings and Grounds

Irene Addison B.S. (1985) South Dakota State University; M.E. (1993) Texas A&M University	<i>Associate Vice President for Facilities and Auxiliary Services</i>
Earl L. Smith, Jr. B.S.M.E. (1968) University of California, Davis; M.S. (1978) Naval Postgraduate School	<i>Director of Facility Operations</i>
Beatrice M. Miles	<i>Director of Facilities Services</i>
Joseph M. Moran A.S. (1998) Berkshire Community College	<i>Manager of Environmental Health & Safety</i>
Timothy J. Reisler B.A. (1983) Wheaton College; M.B.A. (1992) Western New England College	<i>Assistant Director for Administrative Services</i>
Thomas A. Bona B.S. (2000) Westfield State College	<i>Architectural Maintenance Supervisor</i>
Michael R. Briggs	<i>Project Manager</i>
Donald B. Clark B.S. (1971) St. Lawrence University	<i>Utility Program Manager</i>
Christina A. Cruz B.S. (1982) University of Wisconsin; Ed.M. (1997) Massachusetts College of Liberal Arts	<i>Project Manager</i>
Bruce J. Decoteau	<i>Project Manager</i>
David F. Fitzgerald B.S. (1980) University of Massachusetts; M.S. (1982) Washington State University	<i>Horticulturist and Grounds Supervisor</i>
Robert C. Jarvis B.A. (1952) University of Miami	<i>Project Manager</i>
Kenneth L. Jensen	<i>Mechanical Maintenance Supervisor</i>
Thomas R. Mahar A.S. (1999) Berkshire Community College	<i>Project Manager</i>
Jean F. Richer A.S. (1967) St. Joseph College	<i>Manager of Telecommunications</i>
Christopher Williams B.F.A. (1978) Pratt Institute	<i>Assistant Director for Architectural Services</i>

Dining Services

Robert Volpi A.S. (1973) Hudson Valley; A.S. (1974) Weber State University; B.S. (1976) Southern Vermont College	<i>Director of Dining Services</i>
Mark Petrino B.A. (2000) Harvard	<i>Associate Director</i>
Mark Thompson	<i>Executive Chef</i>
Jeanette Kopczynski A.S. (1992) Berkshire Community College	<i>Assistant Director/Catering</i>
David A. Lamarre A.S. (1982) Berkshire Community College; A.S. (1991) New England Culinary Institute	<i>Manager, Driscoll</i>
Michael A. Cutler	<i>Manager, Mission Park</i>
Erwin Bernhart B.S. (1993) College of the Hague, The Netherlands	<i>Manager of the Faculty House/Alumni Center</i>
Gayle L. Donohue B.A. (1984) University of Denver	<i>Assistant Manager of the Faculty House/Alumni Center</i>
Carol A. Lusnier	<i>Snack Bar Manager</i>
Roberta H. Marcyoniak	<i>Manager, Dodd House</i>
John I. Markland A.S. (1984) Berkshire Community College	<i>Manager, Greylock</i>
Michele N. O'Brien	<i>Manager, Grab 'n Go and Bakeshop</i>
Gary L. Phillips B.A. (1973) Massachusetts College of Liberal Arts	<i>Office Administrator</i>
Virginia B. Skorupski A.S. (1979) Maria College	<i>Nutritionist</i>

Offices of Administration

Alan E. Wiles

Catering Chef

'62 Center for Theatre and Dance

Cosmo A. Catalano, Jr.

*Production Manager for the Theatre Department and
Technical Supervisor for the '62 Center for Theatre and Dance*

B.A. (1976) University of Iowa; M.F.A. (1979) Yale

Deborah A. Brothers

Costume Designer

B.A. (1976) University of New Orleans; M.F.A. (1979) California Institute of the Arts

Maia Robbins-Zust

Technical Director

B.F.A. (2000) Massachusetts College of Liberal Arts

James G. Antrim

Technical Director, MainStage Theatre

George T. Aitken, Jr.

Senior Scene Technician

Sharon Goldstein

Events Coordinator

Laura Andruski

Associate Events Coordinator

Williams College Museum of Art

Suzanne Augugliaro

Public Relations Coordinator

B.A. (1995) Mary Washington College; M.F.A. (2000) University of Stony Brook

William E. Blaauw

Director of Membership and Events

B.A. (1976) Alfred University; A.A. (1987) Culinary Institute of America

Melissa C. Cirone

Director of Communications

B.A. (1979) Holy Cross College

Lisa Corrin

Director

B.A. (1982) Mary Washington College

Lisa B. Dorin

Assistant Curator

B.A. (1996) University of California, Santa Cruz; M.A. (2000) Williams

Diane Hart

Museum Registrar

B.A. (1977) Virginia Tech; M.A. (1986) Virginia Commonwealth University

Rebecca Hayes

Director of Education

B.A. (1994) University of South Carolina; M.A. (2002) Bank Street College of Education

Stefanie Spray Jandl

Andrew W. Mellon Foundation Associate Curator for Academic Programs

B.A. (1983) University of Southern California; M.A. (1993) Williams

Nancy Mowll Mathews

Eugénie Prendergast Senior Curator of 19th and 20th Century Art and Lecturer in Art

B.A. (1968) Goucher College; Ph.D. (1980) N.Y.U. Institute of Fine Arts

Hideyo Okamura

Chief Preparator

B.A. (1984) Eastern Oregon State College; Diploma, Studio Program (1986); Certificate, Traveling Scholars Program (1987) School of the Museum of Fine Arts

Vivian L. Patterson

Curator of Collections

B.A. (1977) Williams; M.A. (1980) Williams

Deborah Menaker Rothschild

Senior Curator of Modern and Contemporary Art

B.A. (1971) Vassar; Ph.D. (1990) N.Y.U. Institute of Fine Arts

John R. Stomberg

Associate Director of Administration and Programs

B.A. (1987) Georgetown University; M.A. (1990) Boston University; Ph.D. (1999) Boston University

DEGREES CONFERRED JUNE, 2005

Conferring of the Degree of Master of Arts

*Elizabeth Athens
Daniel G. Cohen-McFall
Bryan Jeffrey Frank
James Paul Franklin
Jessica Lynn Fripp
Mari Yoko Hara
Diana Kurkovsky

Matthew Lee Levy
Andrea Lynn McKeever
Christine Louise Paglia
Cara Rebecca Starke
Alexandra Svatava Suda
Rebecca K. Uchill
Viktoria Villanyi

* *Clark Fellow*

Conferring of the Degree of Master of Arts in Development Economics

Najam Altaf
Mayo Mauricio Mauricio Armellini Di Santi
Corina Barbu
Bheki Sibonangaye Bhembe
Arturo Daniel Cardús Silvera
Deidre Daniel
Lasha Dolidze
Ahmed Shafik Mahmoud El Shazly
Faturachman
Delwar Hossain
Zulfiqar Hyder
Shullette Johnson
Aigul Jolochieva
Sandra Jones
Inna Kostyantynivna Kovalenko

Vira Lantinova
Luong Hoang Luong
Chnara Mamatova
Manash Mitra
Nguyen Duc Truong
Felix Nkulukusa
Ogwok Premon Robert
Farzana Rashid
Thandar Swe
Sadjida Tashpulatova
Vimealea Thon
Truong Thi Thu Trang
Jose G. Villaret Jr.
Wahidullah Waissi

Bachelor of Arts, Summa Cum Laude

*Saroj Bhattarai, *with highest honors in Economics*
†*Jennifer Erin Campbell, *with highest honors in Geosciences*
†*Ryan Parish Gordon, *with highest honors in Geosciences*
*Maria Katherine Henry, *with highest honors in Spanish*
*Phakawa Jeasakul, *with highest honors in Economics*
*Ivan Stefanov Manolov
†*Cameron Michael Marshall, *with honors in Biology*
†*John David Rudoy, *with highest honors in Psychology*
*Noam Meir Yuchtman, *with highest honors in Economics*
*Cynthia Inette Zwicky

Bachelor of Arts, Magna Cum Laude

*Meghan Kolkebeck Ahearn
†*Rebecca MacQuinn Allen, *with highest honors in Psychology*
*Catherine Miglietta Ambler, *with honors in Economics*
Rachel Louisa Baum
*Bryan Ivan Birsic
*Kristin Allison Bohnhorst
*Ashley Roome Brock, *with honors in Comparative Literature*
†*Anna Catherine Brosius, *with highest honors in Biology*
†*Justin Matthew Brown, *with highest honors in Physics*
†*Colin David Bruzewicz, *with honors in Physics*
*Oren Michael Cass, *with honors in Political Economy*

*David Goldsmith Cohen, *with highest honors in English*
†*Joshua Harris Cooperman, *with honors in Physics*
*Elizabeth Ann DiMenno
†*Jeffrey Thomas Dougherty, *with honors in Biology*
*Brittany Elizabeth Duncan
*Philip Miles Enock
*Mark Justin Esposito, *with highest honors in History*
*Jocelyn Bauer Gardner, *with honors in Contract Major: Human Ecology*
*Maryl B. Gensheimer, *with highest honors in Art*
*Charles Presby Giammattei
*Emily Dana Gorin
*Marcos Bídoli Gouvêa, *with highest honors in Classics*
†*Elizabeth Ann Hambleton, *with highest honors in Biology*
*Deborah J. Hemel, *with honors in Religion*
*Robert Mark Hemm Jr., *with honors in Philosophy*
Mark William Staring Hobel, *with highest honors in Political Science*
Sasha Zwinakis Jack
*Eleza Jaeger, *with highest honors in English*
*Pimchanok Jirapattanakul, *with honors in Economics*
*Amy Liane Katzen
†*Joseph Alan Kerckhoff, *with highest honors in Physics*
*Noreen Khawaja
†*Renee Kontnik, *with highest honors in Chemistry*
*Patrick David Krivoshia
*Jonathan Landsman
*Lauren Marie Levien
*Daniel Aaron Lieberman
Andrew Peter Marks
Sara Ann Martin, *with honors in Theatre*

* Phi Beta Kappa
† Sigma XI

Degrees Conferred

†*Edward Antell McGehee, *with highest honors in Chemistry*
 Alexis Christine Medina
 *Kelly Reed Morgen
 †*Aubryn Murray, *with honors in Physics*
 †*Sean Patrick O'Brien, *with honors in Physics*
 *Kristine Elizabeth Osterman
 *Chelsea Sarah Pollen
 *Nathaniel Meredith Pyeatt
 *Matthew George Resseger
 *Mariah Kess Robbins, *with honors in English*
 Evelyn Rebecca Robinson
 *David Peter Roth, *with honors in English*
 †*Daniel Erskine Runcie, *with highest honors in Biology*
 *Trevor Pearson Scott
 *David Hollis Seligman
 *Amy Leah Shapiro
 †Molly Rebecca Sharlach, *with honors in Biology*
 †*Amy Diane Shelton, *with honors in Psychology*
 *Adam Matthew Shoemaker
 *Paul Byrd Simon, *with honors in Political Science*
 *Oliver William Sloman
 †Jasmine Sylvia Smith, *with highest honors in Biology*
 †*Matthew Paul Spencer, *with highest honors in Mathematics*
 *Chloe Elizabeth Taft
 *Lucy Esther Thiboutot
 *Jade Vichyanond, *with honors in Economics*

Bachelor of Arts, Cum Laude

Vladimir Lubomirov Andonov
 Timothy Douglas Atwood
 Jordan Paul Aubry, *with honors in English*
 Adam Caleb Babson
 Stephen Ross Baldassarri
 Charles Norbert Baschnagel, *with honors in Economics*
 Miles Starr Belknap
 †Noah Samuel Bell, *with honors in Chemistry*
 Lesley Anne Benware, *with honors in American Studies*
 Daniel Alan Gwynne Berger
 Rachel King Berlin
 Emily Marcia Bloomenthal, *with highest honors in Psychology*
 Meagan Elizabeth Bossong
 Susan Alice Elizabeth Brown
 Kurt Albert Brumme
 Noah Alexander Capurso, *with highest honors in Chemistry*
 Kathleen Anne Carroll, *with honors in Chemistry*
 Joyia Denise Chadwick
 Aron Yuen-Jeng Chang
 Pamela Mina Choi, *with honors in Chemistry*
 Charles Bartholomew Clarendon
 Leslie Fair Cochran
 Jason Todd Davis, *with honors in Contract Major: Urban Studies*
 Carolyn Jennifer Dekker, *with honors in English*
 Laura Humm Delgado
 Margaret Mochon Demment
 Kathryn Patricia Dineen
 Ingrid Georgia Diran, *with highest honors in English*
 Marissa Claire McCarthy Doran, *with highest honors in History*
 Stephanie Michelle Downs
 Elissa Christine Favero
 Alyssa Jane Fluty

Fran-Fredane Lee Fraser, *with honors in Political Science*
 Sara Rose Gersen
 Margaret Christine Gilmore
 YiFan Guo, *with highest honors in Chemistry*
 Joshua Sol Hackman
 Benjamin Marshall Haldeman, *with honors in Religion*
 Andra Corinne Hibbert, *with honors in Economics*
 Kacey Elizabeth Houston
 Philipp Helge Huy, *with highest honors in Economics*
 †Bryce Gareth Inman, *with honors in Biology*
 Karl Frederik Johanson
 Sarah Yoonyung Johnson
 Emily Kathleen Joiner
 Stephen Patrick Kelleher, *with honors in Biology*
 Rosemary Hayes Kendrick, *with honors in History*
 Kevin Lawrence Kingman
 Melanie Jeanne Cecile Kingsley
 Nathan Andrew Kolar
 Jessica Lauren Kornheisl
 †Matthew Brett Kugler, *with honors in Psychology*
 Emily Jazab Lample
 †Elizabeth Campbell Landis, *with honors in Chemistry*
 Andrew Kelly Levy
 Candice Yen Li, *with honors in Biology*
 Marina Lifshin, *with honors in Art and Computer Science*
 Joanna Lewis Lloyd, *with honors in Chemistry*
 Sean Lee Margolis
 Kathleen Sullivan Marsh
 Zachary Tomhave McArthur
 Scott Alan McKay
 †Stephen Savinar Moseley, *with honors in Mathematics*
 †John Coombs Mugno, *with honors in Mathematics*
 Elizabeth Anne Mulligan
 Sarah Douglas Murchison
 Yoojin Nam
 Jennifer Lynn Northridge
 Jeremy David Oldfield, *with honors in American Studies*
 Davis Andrew Parker, *with highest honors in History*
 Reid S. Phillips
 Molly Rose Popkin
 Elizabeth Chapple Potter
 Stephen Farrell Rahl
 Joseph David Robinson, *with honors in History*
 Richard Joseph Rodriguez, *with honors in Classics*
 †Jordan Scott Rodu, *with honors in Mathematics*
 Julia Mae Rosen
 †Brian Grady Saar, *with highest honors in Chemistry*
 Alexander Leon Saltzman
 Margit Lina Sande-Kerback
 Kathleen Elizabeth Shattuck
 Anna Marianita Siegal, *with honors in Art*
 †Paul Albert Skudder III, *with honors in Geosciences*
 Guy Dixon Smith
 Anne Winslow Snodgrass
 Marie-Adele Sorel, *with highest honors in Chemistry*
 Gabrielle Canfield Stender
 Jane Demarest Stimpson
 Zachary Benjamin Sullivan

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

Stephanie Elizabeth Swanson
 Anna Meisinger Swisher
 Alexandra Grace Takayesu
 Christopher Michael Wing-Sui Tom
 Karen Paula Vanderbilt
 Samuel Pieter VanVolkenburgh
 Katherine Leigh Vitello
 Abigail Jeanne Whitbeck, *with highest honors in Economics*
 Alana Leigh Whitman
 Sarah F. Whitton, *with highest honors in History*
 Laura Helen Wiens
 Zinnia Parsons Wilson
 Jessica Amie Yankura
 Lili Eleanor Zimmert

Bachelor of Arts

Jennifer Voss Abraham
 Kyle Schaffer Acebo
 Papa Ndomu Adams
 Courtney Thomhill Adkinson
 Vishal Mahendra Agraharkar, *with highest honors in Political Science*
 Reuben George Albo
 Noah Benjamin Allen
 Samson Oku Ampofo
 Justin Howard Anderson
 Kyle Morgan Anderson
 †Alicia Liliith Arevalos
 Matthew Kyle Aronson
 Hilarie Chanda Ashton
 Mary Leigh Baccash
 †John Alexander BackusMayes, *with honors in Physics*
 Daniela Lauren Bailey
 Christopher Joseph Bak
 Matthew Franklin Barhight
 Barrett Palmer Belair
 Ryan Christopher Belmont
 Andrea Lillian Berberian
 Romina Rasul Bernardo
 Amber Lyn Berrings
 Kathryn Matthews Beswick
 Brittany Joy Binet
 Marissa Alexandra Black
 Caleb Andrew Bliss
 Chris William Bodnar
 Elena Fennell Bonifacio
 Emily June Bowman
 Ryan Holden Boyd
 Tara Jeanne Boyd
 Andrew Grayson Brown
 Kenneth Ralph Brown
 Racquel Nicole Brown
 Andrew Patrick Campbell
 Ryan Alan Carollo, *with honors in Astrophysics*
 James Whaley Cart
 William Duncan Cary
 Laura Pickett Cavin, *with honors in Environmental Studies*
 Adriel Ivan Cepeda Derieux, *with honors in History*
 Michael Andrew Chaberski
 Yik Ting Barbara Chan, *with honors in Theatre*
 Hao Chang
 Lillian Lih-Nin Chang
 Alexis Grey Chernak
 Mark Richard Chmiel
 Justin Wonbin Cho, *with honors in Art*
 Dajeong Chung
 Simone Antonette Ciccel
 Jonathan Staples Clapton
 Sean David Clifford

Jaris Lewis Cole
 Wesley Thomas Connors
 Angelica Inez Cortez
 Richard Lynch Counts IV
 Evan Andrew Couzo
 Timothy Ian Crawley
 John Benjamin Cronin, *with highest honors in History*
 James Everett Crowell
 Rafael Antonio Cruz IV
 Ari Crystal-Ormelas
 Jason Michael Cuddihy
 Payson Swope Cushman
 Marquis Jesse Daisy
 Kevin Terrance Darcy Jr.
 Nisha Marie David, *with honors in Art*
 Karina J. Davis
 Katherine Wheelock Davison
 Nicole Anne DeCesare
 Jeffrey Edward Delaney Jr.
 Christopher Pattison DeNicola, *with honors in Political Science*
 Amy Elizabeth Dieckmann
 Vivian Yvonne Djen
 Stephen Karoly Dobay Voeller
 Christopher William Douglas
 Samuel Timothy Doyon
 Emily Anne Driscoll, *with highest honors in Art*
 Evan L. Dunn
 Shomik Dutta
 Lindsay Erin Dwyer
 †Christopher Douglass Eaton, *with highest honors in Biology*
 Jason Edward Edelin
 Zophia Yolande Edwards
 †James Andrew Enterkin, *with honors in Chemistry*
 Jason Banks Epstein
 Grant William Eskelsen
 Brittany Elizabeth Esty
 William Alexander Faison
 Scott Joseph Faley
 Salem Fevrier, *with honors in Chemistry*
 Elizabeth Lane Fischer, *with honors in Art*
 Elizabeth Ohaus Flint, *with honors in History*
 Michelle Ann Flowers
 Isaac Seiver Foster
 Kalona Elizabeth Foster
 Fumimasa Nilan Fox
 Masahiko Murotani Fox, *with highest honors in American Studies*
 Paul Ainsworth Delano Francis
 Christopher Daniel Frank
 Elizabeth Anne Frazier
 Barrington Anthony Fulton Jr.
 Laura Jean Futransky
 Aquilah Serwaa Gantt
 Elias Watt Gardner
 Natalie Bullock Geier
 †Meghan Elizabeth Giuliano, *with highest honors in Biology*
 Elizabeth Francesca Gluck, *with honors in Biology*
 Blake Carlyle Goebel
 Samantha Eve Goldman
 Ricardo Miguel Fonseca Gomes
 Anna Maria Gonzalez
 Desiree Judith Gonzalez
 Kaimana Mew Lung Goo
 Shannon Alexis Gopaul
 Courtney Erinn Gordon
 Michael Paul Graham
 Hugh Campbell Green

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

†Robert Stewart Hahn, *with honors in Geosciences*

Jay Roy Halleck

Micah John Halsey, *with honors in Economics*

Brett Stokes Hammond

Jiwoo Han

Kathryn Giles Harnsberger

John Alexander Harris

Aaron Matheson Helfand

Jaime Ashley Hensel

Alice Aileen Hensley

Megan Walsh Henze

Todd DePan Herlihy

Jonathan Christopher Herz

Mary Danner Hickman

Benjamin Tennen Himowitz

Elizabeth Keane Hodgman

Edward Dillon Hole

Peter Bradford Holland

Alexa Ruppert Holleran

Eric Chia-Shing Hsu

Bynum Merritt Hunter Jr.

Denis Amusala Imonje

James Robert Irving

Laurie-Ann Sherie Jackson

Robert Louis Jackson II

Noah Shen Jaffe

Afton Laughlin Johnson

Scott Philip Johnson

Catherine Spinney Joyce

Max Kaganov

David Tucker Kain

Ilunga L. Kalala

Martin Kariithi

Laura Beth Kaufman

Maria Annette Kerr

Maya Elizabeth Kessler

Ju Hyun Kim, *with honors in Neuroscience*

Enyi-Abal Koene

Kevin James Koernig, *with highest honors in History*

Adam Evan Kollender

Nii Owuraka Koney

†Kamen Asenov Kozarev, *with honors in Astrophysics*

Daniel Gould Krass

Sarah Elizabeth Krygowski

Mary Katherine Lanham, *with honors in English*

Gary Pisaro Lapon

Roger William LaRocca III

Joshua Daniel Larson

Alexander Waye Lawton

Joanna Hudson Leathers

Andrew Michael Leeser

Michael Felix Leparc

Danielle Marie Lerro

Faith Tenchavez Lim

Silvia Liu

Sabrina Aimee Locks

Gabriel Andres Lombardo

Jonathan Patrick Loveless

Spencer Alden Lutchien, *with highest honors in Music*

John William MacKinnon

Scott Andrew Malish

Melanie Rose Malone

Eric Christy Manchester

Jacob William Mandel

Jason Sanford Marburg

Matthew Stephenson Marino

Gregory Charles Matisoff

Jane Elizabeth McCamant

Gavin Douglas McCormick

Kyle Kevin McDermott

Roderick Jhon McLeod

Kerri Jean McMahon

Geoffrey Fraser McNally

Daniel Joseph McNamara

Marina Mednik-Vaksman

Jonathan Tucker Melton

Veronica Maria Mendiola

Sarah Lynne Meserve

Christopher Wayne Mishoe

Kalitamaro Laroche Moody

Scott Andrew Moskowit

Robert Kirtan Muhlhausen

Christopher Earl Muir

Mauricio Jose Najarro

Daniel Ross Narva

Sarah Melissa Nemazee

Abigail Edith Nessen

Katherine Seymour Nicoll

†Rui Nie, *with honors in Psychology*

Amanda Pei-Shiang Niu

Denise Andrea Nunes

Kerel Rodwell Nurse

Brianna Caitlin O'Brien

Joseph John O'Brien, *with honors in Economics*

Katie Marie O'Brien

Zachary Michael O'Brien

Julie Kathleen O'Donnell

Craig William Olshan

Matthew Terence O'Malley

Jeff Andrew Ossinger

Rachael Elisabeth Outman

Lee Warren Oxman

Gary Thomas Parr

Kayla Ashley Peek

Emil John Peinert

Nicholas Rolland Pepe

Jaclyn Nicole Perkins

Emily Campbell Perry

Cristina Loures Petrelli

Eliot Graham Peyster

Theodore Solomon Phillips

Robert Matthew Pickard

Schuyler Scott Pierce, *with honors in History*

†Ashok Markandan Pillai, *with honors in Mathematics*

Thomas David Prairie

Julia Monique Prieto

Benjamin Rah

Hamaad Hanif Ravda

Asha Thulani Rhodes

Schuyler Cunningham Riggs

Adelaide Hill Robinson

Angelica Rodriguez

Johanna Rae Rodriguez

†Lydia Jane Romano, *with honors in Psychology*

Natalia Romano

James Schlessinger Ross, *with honors in History*

Margaret Emily Ross

Leisa Rothlisberger

Mark Steven Rothman

Katherine Elizabeth Rutledge, *with honors in Chemistry*

Kathleen Meara Ryan

Adrian Salinas

Tracey Deane Samuelson, *with honors in English*

Ari Raphael Schoenholtz

Vivian Yih-hwa Schoung

Evan Daniel Schutz

Rachel McIntyre Seltman

Christopher Jason Paul Sewell, *with honors in African-American Studies*

Catherine Laura Sharp

Litia Lee Shaw

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

Ila Nicole Sheren
Jonathan Edward Siff
Michael Solomon Silverstein
Abbey Carol Simmermacher
†Jennifer Elizabeth Simmons, *with honors in*
Physics
Hale John Egen Simon
Kyle Joseph Skor
Bethany Rose Smith
Philip Edward Delgado Smith, *with honors in Art*
Ross Osborne Smith, *with honors in Biology*
Steven Frederick Smith
Charles Rudolph Soha
Crystal Hyun Son
Paul Daniel Sonenthal, *with honors in Philosophy*
Jumi Song
Sebastian Florian Sorgenfrei
Oliver Whitfield Starks
Lindsay Beth Stamer
Hannah Kate Hoff Stauffer
Jennifer Amy Steinberg
Benjamin Abram Steinhurst
Isabel Stone
Wendy Lee Stone
Mary Christine Stranghoener
Elizabeth O'Brien Suda
Terry-Ann K. Suer
Evelyne Magali Sutton
Louisa DeVenne Swain
Holly Hitomi Takashima
Robert Ernest Tartaglione
Lindsey Elizabeth Taylor, *with honors in*
Economics
†Susanna Mary Theroux, *with honors in*
Geosciences

Anjya Renee Thomas
David Gregory Thome
Drew Anthony Thompson, *with honors in History*
Julia Wheeler Tingley
Emily Barbara Tomassi
Kendra Lynn Totman
Chloe Elizabeth Turner
Ashley Weeks Ulmer
Karen Parke Untereker
Elizabeth Sherburne Van Heuvelen
Tracey Anne Van Kempen
Peter Vincent Vecchio
Nicholas Phipps Veeder III
Christina Susana Villegas
Suzanne Carol Walsh
Tameka Sarah Muriel Watler
Abigail Gardner Wattle
Daniel Ross Weintraub
Kara Tracy Weiss
Grace Angela Wells
Bryan Michael Welsh
Emily Anne Welsh
Clare Hope Whipple
John Volkert Whitbeck II
Timothy Ross White
Amy Dutton Wicker
Sabrina Elizabeth Wirth
Ann Catherine Woods
Ricardo Andre Woolery
Matthew Curran Young
Robin Lynne Young
Adam Samuel Zamora
Alana Agree Zell
Seth Asa Zeren

CONFERRING OF HONORARY DEGREES

Commencement, June 2005

Julian Bond
Evelyn Glennie
Ellsworth Kelly
Jhumpa Lahiri

L.H.D.
Mus.D.
D.F.A.
Litt.D.

Joseph L. Rice III
Sally Shaywitz
Thomas L. Friedman

LL.D.
Sc.D.
Litt.D.

* Phi Beta Kappa
† Sigma XI

PRIZES AND AWARDS—2004-2005

OLMSTED PRIZES—Awarded for excellence in teaching to four secondary school teachers nominated by the Williams Class of 2004. These prizes were established in 1984 through the estate of George Olmsted, Jr., 1924. Navin C. Dhakal, *Budhanilkantha School, Kathmandu, Nepal*; Bryan K. Garman, *Sidwell Friends School, Washington, D.C.*; Paulette LaParle, *Barrington High School, Barrington, RI*; Myra Loris, *Highland Park High School, Highland Park, IL*.

Fellowships Awarded by Williams College in 2004-2005

CLASS OF 1945 FLORENCE CHANDLER FELLOWSHIP. Paul D. Sonenthal '05, Laura H. Wiens '05.
HORACE F. CLARK, CLASS OF 1833, FELLOWSHIPS. David H. Seligman '05.
DOROTHY H. DONOVAN MEMORIAL FELLOWSHIP. Ingrid G. Diran '05.
FRANCIS SESSIONS HUTCHINS, CLASS OF 1900, MEMORIAL FELLOWSHIPS. Sean D. Clifford '05, Marissa C. M. Doran '05.
HUBBARD HUTCHINSON, CLASS OF 1917, MEMORIAL FELLOWSHIPS. Rachel K. Berlin '05, Emily A. Driscoll '05, Brittany E. Duncan '05, Eleza Jaeger '05, Abigail E. Nessen '05.
DR. HERCHEL SMITH FELLOWSHIPS. Joshua H. Cooperman '05, Marcos B. Gouvea '05, Aubryn Murray '05, Evelyn R. Robinson '05, Richard J. Rodriguez '05.
WILLIAMS COLLEGE TEACHING FELLOWSHIP, UNITED COLLEGE, CHINESE UNIVERSITY OF HONG KONG. Mark W. Hobel '05, Scott A. McKay '05.

National Fellowships Awarded in 2004-2005

FULLBRIGHT GRANTS. Deborah J. Hemel '05, Sarah Y. Johnson '05, Seth A. Zeren '05.
MELLON FELLOWSHIP IN HUMANISTIC STUDIES. Noreen Khawaja '05.
RHODES SCHOLARSHIPS. Marissa C. M. Doran '05.
THOMAS J. WATSON FELLOWSHIP. Drew A. Thompson '05.

General Prizes Awarded in 2004-2005

JOHN SABIN ADRIENCE, CLASS OF 1882, PRIZE IN CHEMISTRY. Renee Kontnik '05.
CHARLES R. ALBERTI, CLASS OF 1919, AWARD. Marie-Adele Sorel '05.
THE MICHAEL DAVITT BELL PRIZE. R. Hallock Svensk '07.
ERASTUS C. BENEDICT, CLASS OF 1821, PRIZES. (*Biology*) First Prize: Daniel E. Runcie '05, Second Prize: Maria K. Henry '05; (*Greek*) First Prize: Emily L. Button '07, Second Prize: Paul M. Rogers '07; (*Latin*) First Prize: Paul A. Woodard '08, Second Prize: Elizabeth J. Schwartzman '08; (*German*) Aron Y. Chang '05; (*History*) First Prize: Colin D. Bruzewicz '05, Second Prize: Rosemary H. Kendrick '05; (*Mathematics*) Ross D. Kravitz '07.
GAIUS C. BOLIN, 1889, ESSAY PRIZE IN AFRICAN-AMERICAN STUDIES. Y. Aquilah S. Gantt '05.
RUSSELL H. BOSTERT THESIS PRIZE IN HISTORY. Sarah F. Whitton '05.
KENNETH L. BROWN, CLASS OF 1947, PRIZES IN AMERICAN STUDIES. Masahiko M. Fox '05.
NATHAN BROWN BOOK PRIZE IN HISTORY. Rachel G. Shalev '07.
STERLING A. BROWN, CLASS OF 1922, CITIZENSHIP PRIZE. Christopher J. P. Sewell '05.
THE BULLOCK POETRY PRIZE OF THE AMERICAN ACADEMY OF POETS. Eleza Jaeger '05.
W. MARRIOTT CANBY, CLASS OF 1891, ATHLETIC SCHOLARSHIP PRIZE. Jennifer E. Campbell '05.
DAVID TAGGART CLARK PRIZE IN LATIN. William S. Murray '07.
CLASS OF 1925 SCHOLAR-ATHLETE AWARDS. Joyia D. Chadwick '05.
WILLIAMS COLLEGE COMMUNITY BUILDERS OF THE YEAR. Christopher J. P. Sewell '05, Ricardo A. Woolery '05.
JAMES BRONSON CONANT AND NATHAN RUSSELL HARRINGTON, CLASS OF 1893, PRIZE IN BIOLOGY. Anna C. Brosius '05.
DORIS DEKEYSERLINGK PRIZE IN RUSSIAN. Molly R. Sharlach '05.
GARRET WRIGHT DEVRIES, 1932, MEMORIAL PRIZE IN ROMANCE LANGUAGES. Maria K. Henry '05.
DEWEY PRIZE. Ivan S. Manolov '05.
JEAN DONATI STUDENT EMPLOYEE AWARD IN MUSIC. Kaimana M. L. Goo '05.
HENRY A. DWIGHT, 1829, BOTANICAL PRIZE. Elizabeth A. Hanbleton '05.
ENVIRONMENTAL STUDIES COMMITTEE AWARD. Laura P. Cavin '05.
FREEMAN FOOTE PRIZE IN GEOLOGY. Susanna M. Theroux '05.
ROBERT W. FRIEDRICHS AWARD IN SOCIOLOGY. Chloe E. Taft '05.
GILBERT W. GABRIEL, CLASS OF 1912, MEMORIAL PRIZE IN THEATRE. Y. T. Barbara Chan '05, Sara A. Martin '05.
SAM GOLDBERG PRIZES. (*Computer Science*) Marina Lifshin '05; (*Mathematics*) Elizabeth C. Landis '05, Emily B. Tomassi '05.
WILLIAM C. GRANT, JR. PRIZE IN BIOLOGY. Jasmine S. Smith '05.

Prizes and Awards

ARTHUR B. GRAVES, CLASS OF 1858, ESSAY PRIZES. (*Art*) Maryl B. Gensheimer '05; (*Economics*) Matthew G. Resseger '05; (*History*) Kevin J. Koernig '05; (*Philosophy*) Robert M. Hemm '05; (*Political Science*) Stephanie E. Swanson '05; (*Religion*) Amber L. Berrings '05.

THE GRAVES PRIZES FOR DELIVERY OF ESSAY. Matthew K. Aronson '05, Brittany J. Binet '05, Bynum M. Hunter '05, Alexander L. Saltzman '05, Bryan M. Welsh '05.

GROSVENOR MEMORIAL CUP. Danielle M. Lerro '05.

FREDERICK C. HAGEDORN, JR., CLASS OF 1971, PREMEDICAL PRIZE. Marie-Adele Sorel '05.

TOM HARDIE 1978 MEMORIAL PRIZE IN ENVIRONMENTAL STUDIES. Kathleen A. Carroll '05.

C. DAVID HARRIS, JR., CLASS OF 1963, PRIZE IN POLITICAL SCIENCE. Melody R. Marchman '06.

WILLARD E. HOYT, JR., CLASS OF 1923, MEMORIAL AWARD. Stephen R. Baldassari '05.

CHARLES W. HUFFORD BOOK PRIZE. Lucy M. Cox-Chapman '06, Matthew S. Hsieh '06.

ARTHUR JUDSON PRIZES IN MUSIC. Leslie F. Cochran '05, Kaimana M. L. Goo '05.

ARTHUR C. KAUFMANN, CLASS OF 1899, PRIZE IN ENGLISH. David G. Cohen '05, Carolyn J. Dekker '05.

MUHAMMAD KENYATTA, CLASS OF 1966, COMMUNITY SERVICE PRIZE. Danielle M. Lerro '05.

WILLIAM W. KLEINHANDLER PRIZES FOR EXCELLENCE IN MUSIC. Noah S. Bell '05, Justin M. Brown '05, Noah A. Capurso '05, Joyia D. Chadwick '05, David G. Cohen '05, Alyssa J. Fluty '05, Isaac S. Foster '05, Jocelyn B. Gardner '05, Meghan E. Giuliano '05, Aaron M. Helfand '05, Elizabeth C. Landis '05, Matthew G. Resseger '05, Evelyn R. Robinson '05, Jordan S. Rodu '05, Molly R. Sharlach '05, Jade Vichyanond '05.

ROBERT M. KOZELKA PRIZE IN STATISTICS. Ivan S. Manolov '05.

JACK LARNED, CLASS OF 1942, INTERNATIONAL MANAGEMENT PRIZES. Thi Thu Truong Trang (M.A., CDE), Jose Villaret (M.A., CDE), Catherine M. Ambler '05.

RICHARD LATHERS, CLASS OF 1877, ESSAY PRIZE IN GOVERNMENT. Ari R. Schoenholtz '05.

LINEN GRANT FOR SUMMER TRAVEL IN ASIA. Kristyn J. Bretz '06, Phillip G. Carter '08, Jason C. Fan '08, Morgan J. Goodwin '08, Theodore F. Haley '07, Christian M. Hudak '08, Jason Law '06, Thai Q. Nguyen '08, Ridhima S. Raina '07, Phoebe N. Rockwood '07, Richard J. Sosa '06, Sarun Peter Tosirisuk '07.

LINEN SENIOR PRIZES IN ASIAN STUDIES. (*Asian Studies*) Samuel T. Doyon '05, (*Chinese*) Alexis C. Medina '05, (*Japanese*) Roderick J. McLeod '05.

H. GANSE LITTLE, JR. PRIZE IN RELIGION. Maya E. Kessler '05.

DAVID N. MAJOR, CLASS OF 1981, MEMORIAL PRIZE IN GEOLOGY. Jennifer E. Campbell '05.

LEVERETT MEARS PRIZE IN CHEMISTRY. Marie-Adele Sorel '05.

JOHN W. MILLER PRIZES IN PHILOSOPHY. Miles S. Belknap '05, David H. Seligman '05.

MORGAN PRIZES IN MATHEMATICS. Stephen S. Moseley '05.

NANCY MCINTIRE PRIZE IN WOMEN'S AND GENDER STUDIES. Andra C. Hibbert '05.

WILLIAMS COLLEGE MULTICULTURAL CENTER STUDENT OF THE YEARS. Christina S. Villegas '05.

RICHARD AGER NEWHALL BOOK PRIZE IN EUROPEAN HISTORY. Shane Bobrycki '07.

JAMES ORTON AWARD IN ANTHROPOLOGY. Melanie J. Kingsley '05.

FREDERICK M. PEYSER PRIZE IN PAINTING. Anne C. Smith '07.

URSULA PRESCOTT ESSAY PRIZE IN POLITICAL SCIENCE. Angelica I. Cortez '05.

JAMES LATHROP RICE, CLASS OF 1854, PRIZES IN CLASSICAL LANGUAGES. (*Greek*) Alyson A. Lynch '06, (*Latin*) Lauren P. McLaughlin '06.

ROBERT F. ROSENBERG PRIZE IN ENVIRONMENTAL STUDIES. Margaret M. Demment '05.

ROBERT F. ROSENBERG AWARDS FOR EXCELLENCE IN MATHEMATICS. Matthew P. Spencer '05.

MURIEL B. ROWE PRIZE. Colin D. Bruzewicz '05.

SIDNEY A. SABBETH PRIZE IN POLITICAL ECONOMY. Bryan I. Birsic '05.

BRUCE SANDERSON, CLASS OF 1956, PRIZE IN ARCHITECTURE. Aaron M. Helfand '05.

RUTH SCOTT SANFORD MEMORIAL PRIZE IN THEATRE. Stephen K. Dobay Voeller '05.

SCHEFFEY AWARD FOR ENVIRONMENTAL LEADERSHIP. Jocelyn B. Gardner '05.

ROBERT C. L. SCOTT PRIZE IN HISTORY. Mark J. Esposito '05.

ROBERT C. L. SCOTT PRIZE FOR GRADUATE STUDY IN HISTORY. John B. Cronin '05.

SENTINELS OF THE REPUBLIC ESSAY PRIZE IN GOVERNMENT. Kevin L. Kingman '05.

EDWARD GOULD SHUMWAY, CLASS OF 1871, PRIZE IN ENGLISH. Jonathan Landsman '05.

JAMES F. SKINNER PRIZE IN CHEMISTRY. Brian G. Saar '05.

ELIZUR SMITH RHETORICAL PRIZE. Robert M. Hemm '05.

HOWARD P. STABLER PRIZE IN PHYSICS. Jennifer E. Simmons '05.

SHIRLEY STANTON PRIZE IN MUSIC. Spencer A. Lutchen '05, Matthew T. O'Malley '05.

STANLEY R. STRAUSS, CLASS OF 1936, PRIZE IN ENGLISH. David G. Cohen '05, Ingrid G. Diran '05.

WILLIAM BRADFORD TURNER, CLASS OF 1914, CITIZENSHIP PRIZE. Ricardo A. Woolery '05.

WILLIAM BRADFORD TURNER, CLASS OF 1914, PRIZE IN HISTORY. Davis A. Parker '05.

CARL VAN DUYN PRIZES IN ECONOMICS. Christopher S. Geissler '06.

Prizes and Awards

A.V.W. VAN VECHTEN, CLASS OF 1847, PRIZE FOR EXTEMPORANEOUS SPEAKING. Sara R. Gersen '05.
LASZLO G. VERSENYI MEMORIAL PRIZE. Evelyn R. Robinson '05.
BENJAMIN B. WAINWRIGHT, CLASS OF 1920, PRIZE IN ENGLISH. Eleza Jaeger '05.
HAROLD H. WARREN PRIZE IN CHEMISTRY. Daniel L. M. Suess '07.
DAVID A. WELLS PRIZES IN POLITICAL ECONOMY. Saroj Bhattarai '05, Noam M. Yuchtman '05.
KARL E. WESTON, CLASS OF 1896, PRIZES FOR DISTINCTION IN ART. (*Art History*) Emily D. Gorin '05, Adam M. Shoemaker '05; (*Art Studio*) Marina Mednik-Vaksman '05, Anna M. Siegal '05.
WITTE PROBLEM SOLVING AWARD. Matthew P. Spencer '05.

Athletic Prizes Awarded in 2004-2005

BELVIDERE BROOKS FOOTBALL MEDAL. Wesley T. Connors '05, Timothy I. Crawley '05.
J. EDWIN BULLOCK WRESTLING TROPHY. (Men) Thomas D. Prairie '05.
BOURNE-CHAFFEE WOMEN'S TENNIS AWARD. Brittany J. Binet '05.
CLASS OF 1981 BASKETBALL AWARD. (Women) Colleen M. Hession '06.
COACHES ACHIEVEMENT AWARD. Zachary T. McArthur '05.
DR. EDWARD J. COUGHLIN, JR. BOWL. (Football) Justin H. Anderson '05, Scott A. Malish '05.
DR I.S. DRIBBEN '24 AWARD. Matthew W. Slovitt '06.
HANK N. FLYNT, JR. WOMEN'S FIRST-YEAR PLAYER SOCCER AWARD. Kaolin E. McEvoy '08.
MATTHEW GODRICK AWARD. Michael P. Graham '05.
KATE HOGAN 27th ANNIVERSARY OF WOMEN IN ATHLETICS PRIZE. Robin L. Young '05.
WILLARD E. HOYT, JR., CLASS OF 1923, MEMORIAL AWARD. Stephen R. Baldassari '05.
TORRENCE M. HUNT '44 TENNIS AWARD. (Men) Timothy R. White '05.
TORRENCE M. HUNT '44 TENNIS AWARD. (Women) Lauren E. Ayres '07, Courtney E. Bartlett '06.
NICKELS W. HUSTON MEMORIAL HOCKEY AWARD. Brandon W. Jackmuff '08.
KIELER IMPROVEMENT AWARD. (Men) William B. Walter '07.
ALEXANDRA LEE WOMEN'S SQUASH RACQUET PRIZE. Ashley H. Eyre '08.
WILLIAM E. MCCORMICK COACH'S AWARDS (THE COACHES AWARD). Jonathan S. Clapton '05, Kevin T. Darcy, Jr. '05.
MEN'S HOCKEY MOST IMPROVED AWARD (ROBERT B. WILSON '76 MEMORIAL TROPHY). Matthew T. McCarthy '07.
MEN'S HOCKEY MOST VALUABLE PLAYER AWARD. Bradford E. Shirley '07.
FRANKLIN F. OLMSTED MEMORIAL AWARD. (Cross-Country Men)
ANTHONY PLANSKY TRACK AWARDS. John S. Symanski '06.
LEONARD S. PRINCE MEMORIAL SWIMMING PRIZE. (Women)
PURPLE AND GOLD AWARD. (Women) Kerri J. McMahon '05.
PURPLE KEY TROPHY. (Men) D. Tucker Kain '05.
PURPLE KEY TROPHY. (Women) Wendy L. Stone '05.
MICHAEL E. RAKOV MEMORIAL AWARD. Caleb A. Bliss '05.
CHARLES DEWOODY SALMON AWARD. Nicholas C. Fersen '08, Matthew Gustafson '08.
SCRIBNER MEMORIAL TENNIS TROPHY. (Men) Jeffrey A. Kivitz '06.
EDWARD S. SHAW '62 MEMORIAL SQUASH TROPHY. (Men) Charles P. Giammattei '05, Todd D. Herlihy '05.
CAROL GIRARD SIMON SPORTSMANSHIP AWARD. (Men's Tennis) Scott D. MacKenzie '06.
CAROL GIRARD SIMON SPORTSMANSHIP AWARD. (Women's Tennis) Katrina J. Ferrara '08.
SIMON MOST IMPROVED SQUASH PLAYER AWARD. (Women) Jane L. Kelley '08.
SIMON MOST IMPROVED TENNIS PLAYER AWARD. (Men) Bryan C. Monier '06.
SQUASH RACQUETS PRIZE. (Men) William B. Walter '07.
THE SQUIRES CUP. (Men) Christopher M. Tom '05.
THE SQUIRES CUP. (Women) Kathleen E. Shattuck '05.
OSWALD TOWER MOST VALUABLE PLAYER AWARD. D. Tucker Kain '05.
DOROTHY TOWNE AWARD. (Women's Track) Joyia D. Chadwick '05, Kali L. Moody '05.
RALPH TOWNSEND CARNIVAL AWARD. Charles P. Christianson '08.
RALPH TOWNSEND SKI AWARD. Christopher D. Frank '05.
WOMEN'S ALUMNAE SKI. Adelaide H. Robinson '05.
WOMEN'S ALUMNAE SOCCER AWARD. Brittany E. Esty '05, Hannah H. Stauffer '05.
WOMEN'S SQUASH AWARD. Andrea L. Berberian '05, Clare H. Whipple '05.
YOUNG-JAY HOCKEY TROPHY. Stephen R. Baldassari '05.

ENROLLMENT

BY CLASSES, SEPTEMBER 2004

Graduate Students	59
Seniors	506
Juniors	529
Sophomores	532
First-Year Students	534
Total	2160

BY CLASSES, FEBRUARY 2005

Graduate Students	58
Seniors	491
Juniors	526
Sophomores	531
First-Year Students	528
Total	2134

Of the 537 new first-year students who entered in the fall of 1998, 92% graduated from Williams within 4 years and 96% within 6 years; of the 544 who entered in 1999, 90% graduated within 4 years and 95% within 6 years. Additional information on this topic is available at the Office of the Registrar.

GEOGRAPHICAL DISTRIBUTION

Alabama	9	Afghanistan	2
Alaska	2	Austria	1
Arizona	9	Bahamas	1
Arkansas	4	Bangladesh	4
California	154	Belgium	2
Colorado	22	Bermuda	1
District of Columbia	23	Bosnia and Herzegovina	1
Connecticut	117	Botswana	3
Delaware	5	Bulgaria	5
Florida	46	Cambodia	1
Georgia	22	Canada	11
Hawaii	15	People's Republic of China	11
Idaho	5	Czech Republic	1
Illinois	63	Denmark	1
Indiana	7	Egypt	2
Iowa	4	France	2
Kansas	7	Georgia	1
Kentucky	9	Germany	2
Louisiana	10	Ghana	3
Maine	34	Grenada	1
Maryland	79	Hong Kong	4
Massachusetts	367	Hungary	2
Michigan	8	India	5
Minnesota	33	Indonesia	2
Mississippi	2	Israel	1
Missouri	8	Jamaica	7
Montana	1	Japan	6
Nevada	1	Kenya	2
New Hampshire	34	Republic of Korea	9
New Jersey	134	Kuwait	1
New Mexico	6	Kyrgistan	2
New York	389	Lithuania	1
North Carolina	25	Myanmar	3
Ohio	34	Nepal	5
Oklahoma	1	Netherlands	1
Oregon	19	Pakistan	8
Pennsylvania	98	Paraguay	1
Puerto Rico	7	Peru	2
Rhode Island	12	Philippines	1
South Carolina	4	Poland	1
South Dakota	1	Romania	3
Tennessee	15	Russian Federation	1
Texas	50	Saint Kitts and Nevis	1
Utah	4	Singapore	1
Vermont	31	South Africa	1
Virginia	46	Spain	2
Virgin Islands (U.S.)	1	Sri Lanka	1
Washington	35	Swaziland	1
West Virginia	2	Sweden	1
Wisconsin	17	Switzerland	1
		Taiwan	4
		Thailand	5
		Trinidad and Tobago	3
		Turkey	7
		Uganda	1
		Ukraine	3
		United Kingdom	5
		Uruguay	1
		Uzbekistan	1
		Viet Nam	6
		Yugoslavia	3
		Zambia	2
		Zimbabwe	1

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