

WILLIAMS COLLEGE BULLETIN

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DIRECTIONS FOR CORRESPONDENCE

The post office address of the College is Williamstown, Massachusetts 01267. The telephone number is (413) 597-3131.

Correspondence concerning matters of general interest to the College should be addressed to the President.

Other inquiries should be addressed to the officers named below:

Academic and student affairs	Dean of the College
Admission of students	Director of Admission
Alumni matters	Director of Alumni Relations
Business matters	Controller
Catalogs and brochures	Director of Admission
Financial aid	Director of Financial Aid
Graduate study in art history	Director of Master of Arts in Art History Program
Graduate study in development economics	Chair of Master of Arts in Development Economics Program
Transcripts and records	Registrar

The corporate name of the College is
The President and Trustees of Williams College.
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Additional information about Williams College and its educational programs can be found in other issues of the WILLIAMS COLLEGE BULLETIN, which include 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 Student Services, 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

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.

In spite of change, however, the guiding spirit of the College has not wavered from the sentiment expressed by Mark Hopkins in his inaugural address of 1836: "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, nor 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."

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 of 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

Mission and Objectives

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 distribution requirement, complete all requirements for the major including an average of *C minus* or higher, and complete the physical education requirement.

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 programs with other colleges or on junior year abroad are included in the eight semesters. Similarly, if a student 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.

Distribution Requirement

The distribution requirement falls into two parts.

(1) First, there is a *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 divisional 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 such courses 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.

Courses which 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.

(2) Second there is a *requirement in peoples and cultures* 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 peoples and cultures are marked with an asterisk after the title. A list of courses offered in 2001-2002 which meet the requirement is on pages 322-324.

The Curriculum

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

DIVISION I. *Languages and the Arts*

Art History (<i>except ArtH 268</i>)	INTR 280
Art Studio (<i>except ArtS 212</i>)	Italian
Chinese	Japanese
Classics	Latin
Comparative Literature	Linguistics
Critical Languages	Literary Studies
English	Music
First-Year Residential Seminar 101	Russian
French	Spanish
German	Theatre
Greek	

DIVISION II. *Social Studies*

African and Middle-Eastern Studies	History of Science (<i>except HSCI 224</i>)
African-American Studies	Interdisciplinary Studies —INTR
American Studies	(<i>except INTR 280</i>)
Anthropology	Philosophy
Art History 268	Political Economy
Art Studio 212	Political Science
Asian Studies	Psychology
Economics	(<i>except PSYC 212, 312, 316, 362</i>)
Environmental Studies 101	Religion
Experimental Studies—EXPR	Science and Technology Studies
First-Year Residential Seminar 102	Sociology
History	Women's and Gender Studies

DIVISION III. *Science and Mathematics*

Astronomy	Geosciences
Astrophysics	History of Science 224
Biochemistry and Molecular Biology	Mathematics
Biology	Neuroscience
Chemistry	Physics
Computer Science	Psychology 212, 312, 316, 362
Environmental Studies 102	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.

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 field of concentration; the actual selection of a major 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	German
Anthropology	History
Art	Japanese
Asian Studies	Literary Studies
Astronomy	Mathematics
Astrophysics	Music
Biology	Philosophy
Chemistry	Physics
Chinese	Political Economy
Classics (Greek, Latin)	Political Science
Comparative Literature	Psychology
Computer Science	Religion
Economics	Russian
English	Sociology
French	Spanish
Geosciences	Theatre

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 interdepartmental 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 in the section, "Courses of Instruction."

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 142.

Double Major

A student may complete two majors with the permission of each major department 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 candi-

The Curriculum

date 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.

Co-ordinate Programs

In addition to majoring in a field, a student may choose to concentrate elective courses on a single topic or area, such as African and Middle Eastern Studies; African-American Studies; Biochemistry and Molecular Biology; Environmental Studies; Neuroscience; Science and Technology Studies; or Women's and Gender Studies. Descriptions of such possible co-ordinate programs appear under the appropriate heading in "Courses of Instruction." 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.

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.

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 unless excused by the Dean of the College and the Director of Health. 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.

ADDITIONAL CURRICULAR OPPORTUNITIES

Advanced Placement

At the discretion of the appropriate departments, students presenting satisfactory scores in Advanced Placement tests may be placed in advanced courses not regularly open to them, may receive course credit toward the major, and/or may receive course credit toward the degree. A.P. credit, if granted, can be used as a prerequisite; in partial fulfillment of the major requirement; and (if in two or more subjects) for acceleration, i.e., completion of the degree in fewer than four years. A.P. credit cannot 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.

Independent Study

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

Student-Initiated Courses

A Student-Initiated Course is one proposed and organized by students and sponsored by the Interdepartmental Program for Experimental and Cross-Disciplinary Studies. In such courses, the students carry a heavy burden of the leadership in proposing requirements, selecting material to be covered and conducting discussions, as well as in conceiving the basic outline of the course. The instructor supervises the syllabus, student participation, and performance, and is responsible for evaluation of the students.

- 1) In order to provide for planning, students should discuss plans for Student-Initiated Courses in the coming year at the beginning of the previous spring semester.
- 2) Interested students should propose Student-Initiated Courses to the Interdepartmental Program for Experimental and Cross-Disciplinary Studies and to a faculty instructor by the following deadlines:

Fall Semester courses:	before the end of Spring Registration
Spring Semester courses:	before the end of Fall Semester
- 3) Proposals for Student-Initiated Courses should include descriptions of the aims and anticipated techniques of the course, as well as a statement concerning any anticipated constraints on enrollment. Enrollment might be based on such educational considerations as the student's background of knowledge, individual potential for growth and development, maximum feasible size of discussion groups, and availability of special materials or resources.
- 4) All Student-Initiated Courses, including criteria for enrollment, must be approved by:
 - a) a faculty member who agrees to be the instructor of the course;
 - b) the Interdepartmental Program for Experimental and Cross-Disciplinary Studies;
 - c) the Committee on Educational Policy.Normally, each section of a student-initiated course will be limited to 15 students.
- 5) A student may enroll in no more than one Student-Initiated Course each semester. No more than six such courses may be credited toward a Williams B.A.
- 6) At the end of each Student-Initiated Course, the faculty instructor files with the Program and with the CEP a report on the course's content, a summary syllabus, and an evaluation.

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 a double major 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.

Tutorial Program

In the Fall of 1988, Williams introduced a Tutorial Program. Many departments offer one tutorial during the academic year and some offer more than one. Students should examine the tutorial offerings carefully in order to understand fully the subject matter of each tutorial and its operation. A complete description of each tutorial to be offered appears in the relevant department's section under "Courses of Instruction." No student is required to take a tutorial, but any student who has the appropriate qualifications may apply to do so.

Tutorials generally consist of two students meeting with the tutor for a weekly session. For each meeting, one student prepares a presentation—for instance, an essay, solutions to a set of problems, a

The Curriculum

report on laboratory exercises, or a study of a work of art—and replies to the questions and suggestions of the other student and the tutor.

Assignments are designed to require the student to spend no more time over a week preparing for a tutorial than for a conventional course. Grading and testing will be described by the tutor at the first meeting of the tutorial. Students may obtain detailed information about a specific tutorial from the tutor.

Please refer to page 45 for more information.

Clusters

Both faculty and students are sometimes eager to work in areas that cut across departmental and program lines. Interdepartmental clusters are a new initiative designed around such areas of interest. Clusters are listed in the catalog in alphabetical order. Current clusters are Jewish Studies, Latin American Studies, Leadership Studies, Materials Science Studies, and Performance Studies. Clusters are for educational purposes only, and will not appear on a student's transcript.

Study Away From Williams

Students may receive credit for work at institutions other than Williams, under certain circumstances. A student who wishes to enroll in another institution and to transfer credits to Williams should consult in advance with the Dean's Office and with the appropriate department chair. Applications for study away require the approval of the chair of the student's major, the Dean's Office, and the Committee on Academic Standing. Petition deadlines are in March of the preceding year. See the *Student Handbook* and the *Guide to Study Abroad* for more information.

Williams-Mystic Maritime Studies Program

The Williams-Mystic Program offers students a challenging opportunity to focus one semester and a winter study on the sea. Williams College faculty members serve as the Maritime Studies Program Director and Marine Scientist. While living in historic cooperative houses at Mystic Seaport Museum, students take full advantage of its outstanding maritime collections and library, well-equipped marine laboratory, and diverse coastal environment. Participants enroll in a multidisciplinary program of four Williams College courses: American Maritime History, Literature of the Sea, Oceanography or Marine Ecology, and Marine Policy. Students also learn maritime skills under professional instruction, including music of the sea, shipsmithing, sailing, or celestial navigation. In addition, the Program offers four field seminars each semester, including a two-week offshore voyage on a research schooner, eight days exploring the coasts of California or Oregon, a three-day trip to Nantucket Island, and a two-day trip to New York Harbor.

The incomparable facilities of Mystic Seaport, Mystic's varied marine habitat, and the companionship of fellow students with diverse backgrounds, but all interested in the sea, provide an exceptional setting for maritime studies. Interested students should consult the "American Maritime Studies" section of this catalog and the Dean's Office for a Williams-Mystic catalog and an application. Admission is competitive. Applications must be made in the spring of the preceding year. Check with the Dean's Office for deadlines.

Williams-Oxford Programme

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.

Exchange Programs

The Twelve College Exchange Program includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and, for a semester program, the National Theatre Institute, in Waterford, Connecticut. In addition, the College maintains an exchange with California Institute of Technology, Howard University, Fisk University, the Thayer School of Engineering at Dartmouth, and with Rensselaer Polytechnic Institute.

Information on the programs and copies of the participating schools' catalogs are available at the Dean's Office. Application deadline is in February of the preceding academic year.

Study Abroad

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 abroad 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*.

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.

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. For students majoring in physics, chemistry, computer science, or mathematics at Williams, 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 that simplifies the application process to the 3-2 engineering program at Columbia University. Other engineering schools offer 3-2 programs which might be approved on a case-by-case basis. All engineering schools expect that 3-2 students will have completed several science and mathematics courses at Williams, so it is necessary to plan course selections carefully. The booklet "Choosing First Year Courses" includes a list of Williams courses recommended to prospective engineers.

The 3-2 program offers an established route to entry-level employment as an engineer. In recent years, however, most Williams students have chosen to complete the Williams B.A. in the usual 4 years and then go to graduate programs 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 Sarah Bolton, will be happy to assist students interested in any of the options leading to engineering careers.

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 eight 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. A late fee of \$25 may be assessed for registration materials 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 pages 43-45.

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 is 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 18.

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 with the permission of the instructor and on a pass-fail basis only; this course 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 is 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 the 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 18). 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 grade report is sent by the Registrar to every student at the close of each term. 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 Associate Dean for Academic Programs 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.

Academic Standards and Regulations

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.

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 upon the recommendation of the department concerned and 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. Thus, for example, Advanced Placement credits may not be used to make up deficiencies.

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 be placed on academic probation or 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 in good standing occasionally wish to take a personal leave of absence from the College for sound educational reasons. Students wishing to leave the College should discuss their plans with the Associate Dean before departure; they must submit a letter requesting permission to withdraw, pay all College bills, and vacate their rooms promptly. Financial aid students must also meet with a representative in the Office of Financial Aid before leaving to discuss loan repayment and renewal of aid upon return.

Normally, a student may not voluntarily withdraw from the College in good academic standing *after the eighth week of each semester*. After that date, a student is expected to complete the work of the semester, and grades will be recorded for each course in which he or she is enrolled.

A withdrawal is granted by the Associate Dean for a period of at least a full year and up to three years.

Students who leave in good standing may return with the approval of the Associate Dean. Upon return, students are expected to complete degree requirements without further interruption.

Refunds

Payment refund or credit in the event of withdrawal is described on page 26.

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 that department. A senior may enter a major only upon the approval of the department chair and the Committee on Academic Standing.

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 class 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, have paid all College dues and other College charges, and have returned all books belonging to the Library. 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.

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 Associate Dean for Academic Programs 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 may seek advice from deans, former advisors, and instructors, along with preprofessional and other special advisors (see page 412). 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 Senior 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, maintain regular office hours at the student centers, 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 assistants, is also available to students of Chemistry 153, 155, 156, 201 and 202, Biology 101, 102 and 202, Mathematics 103, 104 and 105, Statistics 101, and Physics 131, 132, 141 and 142.

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

For advice about planning for postgraduate opportunities, students may consult departmental advisors, the Dean's Office, the Office of Career Counseling, or other special advisors listed in the *Catalog* and also may refer to the catalog section, "Preparation for Graduate and Professional Study."

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 by signing an Honor Code Pledge 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 2001-2002 are as follows:

Tuition	\$25,352
Room Fee (including telephone service)	3,440
Full Board	3,490
Student Activities Fee*	138
House Maintenance Fee (upperclass)	50
	<hr/>
	\$32,470

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	600
Clothing, Laundry, Recreation	approximately 800
	<hr/>
Estimated year's total, <i>exclusive</i> of travel expenses**	\$33,870

*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.

Late registration or enrollment entails a charge of \$25. There is a \$5 per day processing fee for any course change cards or 5th course grading option choices accepted after 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 Bursar 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 Key Education Resources, 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 Key Education Resources at (800) 539-5363.

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 2001-2002 academic year.

Fall Semester 2001

Date of Withdrawal

Prior to start of classes	September 6	100% (tuition, room, board)
Week 1	September 6-12	90% (tuition, board only)*
Week 2	September 13-19	80% (tuition, board only)*
Week 3	September 20-26	70% (tuition, board only)*
Week 4	September 27-October 3	60% (tuition, board only)*
Week 5	October 4-10	50% (tuition, board only)*
Week 6	October 11-17	40% (tuition, board only)*
Week 7	October 18-24	30% (tuition, board only)*
Week 8	October 25-31	20% (tuition, board only)*
No refund after October 31, 2001.		

Winter Study/Spring Semester 2002

Date of Withdrawal

Prior to start of classes	January 31
January 31-February 6	
February 7-13	
February 14-20	
February 21-27	
February 28-March 6	
March 7-13	
March 14-20	
March 21-27	
No refund after March 27, 2002.	

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 and miscellaneous fees are not pro-rated after the start of classes. Coverage under the College's student health insurance plan generally terminates on the date of withdrawal. The unused portion will be credited to the student's account.

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. Limited space prohibits the complete listing of these, but some deserve special mention because of their distinctiveness.

GEORGE I. ALDEN SCHOLARSHIP—Established in 1975 by the trustees of the George I. Alden Trust in memory of Mr. Alden, noted teacher, businessman and leader of the industrial revolution at the turn of the century. Preference in this award is given to students transferring from two-year community colleges in Massachusetts, or to residents of Massachusetts matriculating as first-year students.

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.

FRANCES B. AND PAIGE D. L'HOMMEDIEU SCHOLARSHIP—Established in 1975 in memory of Frances B. and Paige D. L'Hommedieu who had been actively interested in two-year community colleges in New Jersey. Consequently, preference is given to community college transfers.

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.

FRANCIS TILDEN NICHOLS '26 SCHOLARSHIP—Established in 1974 by Francis T. Nichols, a member of the Class of 1926, for residents of Maine with preference to be given to students from Hancock County.

Expenses

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 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.

WILLIAMS OPPORTUNITY SCHOLARSHIP—Established in 1988 by Williams College. Preference in these awards is to be given to low-income minority students: first from urban areas; secondly from non-urban areas.

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 Fatma Kassamali at 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 pursue a broad liberal arts education at Williams, with a strong grounding in basic science and mathematics. Most often he or she will complete a Williams B.A. majoring in one of the sciences (usually physics, chemistry, mathematics, or computer science) 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. Individual arrangements may be possible at other engineering schools. The 3-2 program offers another opportunity to study engineering at the undergraduate level. For information about these opportunities, please see the sections of this catalog titled "Exchange Programs" and "Combined Program in Liberal Arts and Engineering."

The pre-engineering advisor, Professor Sarah Bolton, will be happy to help plan course selections and to discuss the possible paths to a career in engineering.

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, Mary M. Winston, at the Office of Career Counseling.

The Health Professions

Although a majority of students consider themselves "pre-med", many actually pursue careers in public health, physical therapy, and dentistry (to name a few). Consequently, the Health Professions Office recently expanded its services to include resources and information on a variety of careers in healthcare. General information is available online at <http://www.williams.edu/admin-depts/hp>. However, it is not wise to rely solely on this site throughout the four years spent at Williams.

Students interested in the health professions should pursue a broad liberal arts education at Williams. With early planning, it is possible to choose from any number of majors, while still meeting the requirements for a health professions program. And, since program requirements vary from school to school, students are advised to consult with the Health Professions Advisor to determine the required and recommended courses for specific areas of interest.

The "Choosing First Year Courses" booklet contains a list of Williams Courses required for students interested in applying to medical school. The courses are similar to those required for other health professions, but be sure you're taking the correct courses for your program by contacting Susan Salko, Health Professions Advisor, in the Thompson Biology Lab Building.

Preparation for Graduate and Professional Study

College Teaching/Research

The most important 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 subjects of their choice, whereas those interested in teaching at the elementary or secondary level should plan to meet certification while an undergraduate or to proceed from a sound undergraduate major to a Master of Arts in Teaching program in a reputable graduate school. (Some states and many private schools appoint teachers without certification.) Opportunities are available during Winter Study for teaching internships at the elementary and secondary level. Certification is not required if one is interested in teaching in private schools.

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 Directly after Williams

The most important qualification for careers in teaching at any level is proficiency in a major. Students interested in teaching at the elementary or secondary level directly after graduation from Williams should consult with either Mary Winston or Fatma Kassamali at the Office of Career Counseling. Certification is not required to teach in a private school nor is it required to teach in the Teach for America program or in similar programs. 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. The program begins in the fall and continues through the spring.

Religious Study

Students intending to go to theological seminary are not required to pursue a special course. Various majors are acceptable and most liberal arts courses can be useful to the prospective minister, priest, rabbi, or teacher of religion. However, given the increasing variety of complexity of post-graduate vocational choices in the field of religion, it is strongly recommended that the preseminarian secure a basic foundation in the study of religion while an undergraduate. Students contemplating advanced academic work in religion preparatory to a career of teaching and scholarship should give serious consideration to concentrating their undergraduate studies in religion. Ordination requirements for various denominations vary widely depending on the particular religious tradition; in some cases it may be possible for the prospective minister, rabbi, or religious professional to make progress on certain academic requirements or other credentials during the undergraduate years. Students with such vocational interests 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.

Anyone interested in graduate programs in religion 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 with the support of a grant from the Ford Foundation, 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 are already embarked on professional careers in public agencies. It includes required courses in development economics, international trade and finance, monetary and fiscal policy, econometrics, and public finance. Center Fellows choose among seminars in such fields as open-economy macroeconomics, environmental economics, and economic transition.

Fellows are normally nominated 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.

Juniors and seniors majoring in economics or political economy who have special interest in economic development or in a particular area of the world may, with the consent of the Chair of the Center and of the individual instructor, satisfy some of their degree requirements by taking 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, at least six must be graduate seminars (including 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 a member of the 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, either pass an oral examination in a declared field of concentration or present a shortened version of the Qualifying Paper in a graduate symposium to be held in late May. 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 2000-2001 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.

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 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 '45. 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."

THOMAS G. HARDIE III 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 '50 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.

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 Mathematics, Statistics, or Mathematics teaching as judged by members of the department.

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 a Williams student for graduate study in the theatre or for participation as an apprentice or assistant with the Williamstown Summer Theatre. The selection is made by the director of the Adams Memorial Theatre and the director of the Williamstown Summer Theatre.

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.

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

GAUS 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.

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.

Prizes and Awards

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 Science 103, 206, 231, or 232. 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.

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.

Prizes and Awards

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.

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.

Prizes and Awards

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.

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 sportswomanhip.

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.

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 sportswomanhip.

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.

Prizes and Awards

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.

25TH ANNIVERSARY OF WOMEN IN ATHLETICS AT WILLIAMS. 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. Nominations will be solicited from the Chair of the Department, the Coordinator of Physical Education, the Coordinator of Dance, Members of the Dance Companies, the Director of the Outing Club, Director of Sports Medicine, members of both varsity and junior varsity women's teams, and members of club teams. The winner will be selected by a vote of the faculty of the athletic department.

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.

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.

Prizes and Awards

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 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.

NATHANIEL M. LAWRENCE TRAVELING 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 MINORITY 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.

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.

Prizes and Awards

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 selection 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 MEMORIAL STUDENT TRAVEL ABROAD FELLOWSHIP. Given in memory of Robert G. Wilmers, '90, 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 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.

Teaching Assistantship Program for Graduates in France

Each year the Department chooses one or sometimes two students to participate in a French Government assistantship program. The Williams student chosen spends the year following graduation teaching English at a *lycée* in the Paris area and is the recipient of a French government stipend. Interested students must apply to the Department early in the second semester. Priority will be given to French majors.

COURSES OF INSTRUCTION 2001-2002

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.

REGISTRATION REMINDERS:

All on-campus students must register through SELFREG, the online registration system.

- 1) A course in which registration is deemed insufficient may be withdrawn at the beginning of the semester without previous 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 a double major 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 (green) 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 listed as (*Not offered 2001-2002*) normally will be offered in the following academic year.
- 10) 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*).

CLUSTERS

Both faculty and students are sometimes eager to work in areas that cut across departmental and program lines. Interdepartmental clusters are a new initiative designed around such areas of interest. Clusters are listed in the catalog in alphabetical order. Current clusters are Jewish Studies, Latin American Studies, Leadership Studies, Materials Science Studies, and Performance Studies. Clusters are for educational purposes only, and will not appear on a student's transcript.

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—those with a tilde symbol (~) following the course title—foreground such analytical skills. While each CRAAS class covers a different topic, all are

Courses of Instruction

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 2001-2002 is on page 321.

PEOPLES AND CULTURES DISTRIBUTION REQUIREMENT

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 2001-2002 which meet the requirement is on pages 322-324.

STUDENT-INITIATED COURSES

A Student-Initiated Course is one proposed and organized by students and sponsored by the Interdepartmental Program for Experimental and Cross-Disciplinary Studies. In such courses, the students carry a heavy burden of the leadership in proposing requirements, selecting material to be covered and conducting discussions, as well as in conceiving the basic outline of the course. The instructor supervises the syllabus, student participation, and performance, and is responsible for evaluation of the students.

- 1) In order to provide for planning, students should discuss plans for Student-Initiated Courses in the coming year at the beginning of the previous spring semester.
- 2) Interested students should propose Student-Initiated Courses to the Interdepartmental Program for Experimental and Cross-Disciplinary Studies and to a faculty instructor by the following deadlines:
 - ◆ fall semester courses: before the end of spring registration
 - ◆ spring semester courses: before the end of fall semester
- 3) Proposals for Student-Initiated Courses should include descriptions of the aims and anticipated techniques of the course, as well as a statement concerning any anticipated constraints on enrollment. Enrollment might be based on such educational considerations as the student's background of knowledge, individual potential for growth and development, maximum feasible size of discussion groups, and availability of special materials or resources.
- 4) All Student-Initiated Course proposals, including criteria for enrollment, must be approved by:
 - a) a faculty member who agrees to be the instructor of the course;
 - b) the Interdepartmental Program for Experimental and Cross-Disciplinary Studies;
 - c) the Committee on Educational Policy (C.E.P.).Normally, each section of a Student-Initiated Course will be limited to 15 students.
- 5) A student may enroll in no more than one Student-Initiated Course each semester. No more than six such courses may be credited toward a Williams B.A.
- 6) At the end of each Student-Initiated Course, the faculty instructor files with the program and with the C.E.P. a report on the course's content, a summary syllabus, and an evaluation.

WRITING-INTENSIVE COURSES

Courses designated as "writing-intensive"—those with a plus symbol (+) following the course title—stress the process of learning to write effectively. Such courses include a substantial amount of writing (cumulatively, at least 20 pages), usually divided into several discrete assignments. Normally, at least one of these assignments is returned for revision and resubmission. Instructors pay close attention to matters of punctuation, grammar, style, and the construction of arguments when assigning grades to written assignments, and these issues are further pursued in class discussions and individual meetings. A list of writing-intensive courses offered in 2001-2002 is on page 325.

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 the physical education requirement and at least two courses in each division toward the divisional distribution requirement.

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

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

THE TUTORIAL PROGRAM AT WILLIAMS

In the fall of 1988, Williams introduced a tutorial program. Students are invited to examine the tutorial offerings carefully in order to understand fully the substantive content of each tutorial and its mode of operation. A list of the tutorials to be offered in 2001-2002 is included in this section, and a complete description of each may be found in the relevant department's section of this catalog. No student is required to take a tutorial, but any student who has the appropriate qualifications is invited to do so.

While the details of the functioning of tutorials will vary in order to accommodate the diverse subject matter of the various departments of the College, there are important common characteristics to all tutorials.

Tutorials place a much greater weight on student participation than do regular courses or even small seminars. In general, each tutorial will consist of two students meeting with the tutor for one hour or 75 minutes each week. At each meeting one student will make a prepared presentation—read a prepared essay, work a set of problems, report on laboratory exercises, examine a work of art, etc.—and the other student and the tutor will question, probe, push the student who is presenting his or her work about various aspects of the presentation. The student then must respond on the spot to these probings and questions. A tutorial is directly concerned with teaching students about arguments, about arriving at and defending a position, and about responding quickly to suggestions and questions. This kind of exercise will help the student gain insight and understanding of what knowledge is and how it is accumulated, and how there can be different interpretations and different understandings of the same phenomenon. The student presentation drives the tutorial, and the presentation by the student obviously means that student preparation and response are crucial to an effective tutorial. The presentation is based on assigned and suggested reading and other work (laboratory, art work, theatre, etc.) by the tutor.

In some tutorials both students will make a shorter presentation each week and both will react and comment on the other's presentation. In all cases the tutorial is built around presentations by students.

In most instances there will be no more than 10 students in a tutorial. In the first and last week of the semester, the whole group may meet together, and in the 10 weeks in-between students will meet in pairs with their tutor. Students should therefore expect to make 5 presentations that occupy about an hour, or 10 that require one half hour. Assignments will be designed such that the student should, in general, be required to spend no more time over a week preparing for the tutorial than for a conventional course. It is likely, however, that as students begin their first tutorial course, they will have to spend somewhat more time preparing for it than for other courses. Once the routine becomes more established and familiar, the tutorial is expected to require about the same total time per week as does a regular course. The student should appreciate, however, that the weekly tutorials require exceptional regularity and on-time performance.

Grading, testing, and similar details will be described by the tutor at the first meeting of the entire group.

Drops and Adds: Because of the particular arrangements of the tutorial, it is necessary to limit adds to the first week of classes only. No adds can be made after that time. Spaces in tutorials are limited, and a late drop may unfairly deprive another student of an opportunity. Students are urged, therefore, to think very carefully about their initial decisions.

PLEASE NOTE: *Tutorials cannot be taken on a pass/fail grading basis.*

Tutorials

More Information: Students may obtain detailed information about a specific tutorial from the individual tutor, or about The Tutorial Program as a whole from its director, Professor Stephen Fix (Department of English).

Tutorials Offered 2001-2002

American Maritime Studies		
AMS/ENGL 231T(F,S)	Literature of the Sea	Bercaw Edwards (<i>fall</i>), Beegel (<i>spring</i>)
Anthropology and Sociology		
ANTH 328T(S) (<i>formerly</i> ANSO 328)	Emotions and the Self	Just
Art		
ARTS 311T(F)	Art at the Intersection	South
ARTS 312T(S)	Fictional Realities	South
ARTS 313T(S)	Art of the Public	Diggs
ARTS 315T(F)	Collage	Epping
ARTS 364T(S)	Artists' Books	Takenaga
ARTS 418T(S)	Senior Tutorial	Epping
Biology		
BIOL 402T(S)/ ENVI 404T(S)	Current Topics in Ecology	Morales
Chemistry		
CHEM 312T(S)	Heterocyclic Chemistry	TBA
CHEM 314T(F)	A Theoretical Approach to Biological Phenomena	Peacock-López
Computer Science		
CSCI 337T(S)	Digital Design and Modern Architecture	Bailey
Economics		
ECON 240T(S)	Colonialism and Underdevelopment in South Asia	Swamy
ECON 357T(F)	The Strange Economics of College	Schapiro
ECON 361T(S)	Questioning the Philosophical and Psychological Foundations of Economics	A. Weiss
English		
ENGL 319T(S)/ THEA 319T(S)	Shakespeare in Love	I. Bell
ENGL 323T(S)	A Novel Education	Fix
ENGL 383T(F)	Tutorial in Memoir	K. Shepard
Geosciences		
GEOS 304T(S)	Paleoecology	M. Johnson
GEOS 404T(S)	Geology of the Appalachians	Karabinos
History		
HIST 480T(S) (<i>formerly</i> 370T)	Western Political Thought in Transition	Oakley
HIST 487T(F) (<i>formerly</i> 374T)	The Second World War: Origins, Course, Outcomes, and Meaning	Wood
Linguistics		
LING 212T(S)	Language Acquisition and the Question of What's Innate	Austin
Mathematics		
MATH 355T(S)	Creative Problem Solving	Chkhenkeli
Music		
MUS 203T(F), 204T(S)	Composition	Perez Velazquez (<i>fall</i>), Dobbins (<i>spring</i>)
Philosophy		
PHIL 250T(S)	Conceptions of Human Nature	Mladenovic
PHIL 360T(F)	Aesthetics	Dudley
Physics		
PHYS 405T(F)	Electromagnetic Theory	K. Jones
Political Science		
PSCI 349T(F)	Cuba and the United States	Mahon
Psychology		
PSYC 316T(S)	Clinical Neuroscience	P. Solomon
PSYC 346T(S)	Egocentrism and Social Judgment	Savitsky
Religion		
REL/ANTH 308T(F)	Imagining "Religion"	Verter

AFRICAN AND MIDDLE-EASTERN STUDIES (Div. II)

Chair, Assistant Professor KENDA B. MUTONGI

Advisory Committee: Professors: DARROW*, D. EDWARDS, C. HILL, MACDONALD. Associate Professors: E. D. BROWN, ROUHI. Assistant Professors: BURTON, GOLDBERG**, GOL-LIN, KRAUS, M. LYNCH*, MUTONGI. Senior Lecturer: E. GRUDIN. Mellon Post-Doctoral Fellow: RINGER.

African and Middle-Eastern Studies is an interdisciplinary program focusing on the politics, societies, cultures, and historical development of the peoples of Africa and the Middle East. The program offers a wide range of courses in the area, as well as opportunities to study abroad and possibilities for graduate fellowships and careers.

Students considering completing the concentration are urged to register with the chair of the program during their sophomore year. Normally, students will be expected to take six courses from at least three different departments. One of these courses should be from among the "Concepts Courses" listed below. Four should be from the "Core Courses." The sixth course will be African and Middle-Eastern Studies 401 or 402. In special cases the chair may permit substitution of an approved winter study project, or work completed elsewhere, for one or more of the electives. Proposals for honors work in African and Middle-Eastern Studies, normally involving at least a one semester thesis and an oral examination, must be submitted in writing by the beginning of the senior year and approved by the African and Middle-Eastern Studies Committee.

Fulfillment of the requirements of the concentration will be recorded on the student's official transcript.

Concepts Courses

All students are required to take at least one of the following courses, preferably near the beginning of their program.

ANSO 205 Ways of Knowing
Anthropology 101 The Scope of Anthropology
Anthropology 102/Environmental Studies 106 Human Evolution: Down From the Trees, Out to the Stars
Anthropology/Environmental Studies 209 Human Ecology
Economics 204/Environmental Studies 234 Economic Development in Poor Countries
Economics/Environmental Studies 212 Sustainable Development
Economics 215 The World Economy
Political Science 202 World Politics: An Introduction to International Relations

Core Courses

All students are expected to take *four* of the following electives. Note that students are normally expected to present courses from at least three different disciplines to complete the program, and that in special cases credit can be given for a WSP or work done elsewhere.

Anthropology 224 Morality and Modernity in the Muslim Middle East
Anthropology/INTR/Religion 273 Sacred Geographies
Anthropology 331 Witchcraft, Sorcery, and Magic
Anthropology 364 Ritual, Politics, and Performance
ArH 220 The Mosque
ArH 278 The Golden Road to Samarkand
Classics/Religion 203 Introduction to Judaism
Critical Languages 201-202 (Arabic, Hebrew, or Swahili)
History 102/Environmental Studies 116 Environmental History of Africa
History 202 Early-African History Through the Era of the Slave Trade
History 203 Sub-Saharan Africa Since 1800
History 209/Religion 231 The Origins of Islam: God, Empire, and Apocalypse
History 210 The Modern Middle East: 1500-Present
History 304 South Africa and Apartheid
History 309/Religion 232 Women and Islam
History 310 The Formative Period of Islam
History/AMES 402 African Political Thought
History 409/Religion 234 Religion and Revolution in Iran
History 425/Religion 215 The First Crusade
Music 125 Music Cultures of the World
Music 126 Music of Asia
Political Science 204 Introduction to Comparative Politics: Dodging the Apocalypse in South Africa

African and Middle-Eastern Studies, African-American Studies

Political Science 244 Middle East Politics: State Formation and Nationalism
Political Science 267 Arab-Israeli Relations
Religion 233 Islamic Mysticism: The Sufis
Religion 270T Father Abraham: The First Patriarch
Religion/Classics 274 Women's Religious Experiences in the Ancient Mediterranean World

AMES 402(F) African Political Thought (Same as History 402)*

The "Capstone Course" for all concentrators, this course provides students with the opportunity to consolidate their work in the area through study and research of a select topic. Topics vary from year to year and generally alternate between the Middle East and Africa.
(See under History for full description.)

AMES 493(F)-W031, W031-494(S) Senior Thesis

To be taken by candidates for honors by the thesis route in African and Middle-Eastern Studies.

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

AFRICAN-AMERICAN STUDIES (Div. II)

Chair, Professor ALEX W. WILLINGHAM

Advisory Committee: Professor: A. WILLINGHAM. Associate Professors: E. D. BROWN, SINGHAM*. Assistant Professors: FARRED***, HICKS, MUTONGI, WILDER. Visiting Assistant Professor: VERTER. Senior Lecturer: E. GRUDIN. Mellon Postdoctoral Fellow: SEE.

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 encourages students to take advantage of its interdisciplinary focus and to examine 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: *one* United States subject, *one* Caribbean or South American, *one* African, and *two* electives. At least one of these courses must be in the performing or fine arts.

Students may select their required courses from the following:

One course in a United States or Canadian subject:

AAS 200/Political Science 233) Beyond Double Consciousness: Gunnar Myrdal and the Construction of Race as Dilemma (Deleted 2001-2002)

English/American Studies 220 Introduction to African-American Writing

History 281 African-American History Through Emancipation

History 282 African-American History From Reconstruction to the Present

Music 122 African-American Music

Music 130 History of Jazz

Political Science 213 Theory and Practice of Civil Rights Protest

Theatre/American Studies 211 Topics in African-American Performance: Theatre, Film, and Dance of the Harlem Renaissance

One course in a Caribbean/South American subject:

History 242 Latin America from Conquest to Independence

History 249 The Caribbean from Slavery to Independence: A Comparison of Empires

History 331 The French and Haitian Revolutions

History 346 History of Modern Brazil, 1822 to the Present

History 443 Slavery, Race and Ethnicity in Latin America

History 472 Slavery, Capitalism, and Revolution: The Impact of the New World on Europe, 1700-1900

One course in an African subject:

History 102 /Environmental Studies 116 Environmental History of Africa

History 202 Early-African History Through the Era of the Slave Trade

History 203 Sub-Saharan Africa Since 1800

History 304 South Africa and Apartheid

History 402 African Political Thought

Music 125 Music Cultures of the World

Two electives (from the above or the following):

AAS/Women's and Gender Studies 302/American Studies 304 U.S. Masculinity and Its Others (Deleted 2001-2002)

African-American Studies

AAS 491 or 492 Senior Project
Economics 204/Environmental Studies 234 Economic Development in Poor Countries
Economics/Environmental 212 Sustainable Development
Economics 237 The Economics of Inequality and Poverty (Deleted 2001-2002)
Economics 386 The Economics of Inequality (Deleted 2001-2002)
English 342 Postcolonial Literature (Deleted 2001-2002)
History 164 Slavery in the American South
History 180/Religion 222 "The God of History": Slavery and Race in Christian Thought
History 364 History of the Old South
History 365 History of the New South
History 370 Studies in American Social Change
History 382 The Black Radical Tradition in America
History 456 Civil War and Reconstruction
History 467 Black Urban Life and Culture
History 478 The Ghetto From Venice to Harlem
Music 140 Introduction to the Music of Duke Ellington
Music 141 Introduction to the Music of John Coltrane
Music 209 Music in History III: Musics of the Twentieth Century
Music 212 Jazz Theory and Improvisation I
Music 213 Jazz Theory and Improvisation II
Political Science 234 Racial Theory (Deleted 2001-2002)
Political Science 235 Multiculturalism and Political Theory
Political Science 239 Political Thinking About Race: Resurrecting the Political in Contemporary
Texts on the Black Experience
Political Science 313 Power and Protest in American Political Development (Deleted 2001-2002)
Political Science 318 The Voting Rights Act and the Voting Rights Movement
Political Science 331T Non-Profit Organization and Community Change
Political Science/American Studies 332 Fugitive Identities: Slavery and the Boundaries of American
Politics
Political Science 343T Multiculturalism in Comparative Context
Psychology 341 Stereotypes, Prejudice, and Discrimination
Sociology 103 Behind the Rhetoric of Race: Race, Ethnicity and Public Policy
Sociology 203 Social Inequality (Deleted 2001-2002)
Theatre 210 Multicultural Performance
Theatre 213T Paul Robeson: Visible Man (Deleted 2001-2002)

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. An honors candidate must complete her/his project in a semester (and Winter Study). A candidate will enroll for either AAS 491 or 492 (and Winter Study) during her/his senior year to write a forty-page thesis or to do an equivalent project in the performing and studio arts. A faculty advisor, in consultation with the chair, can change the particulars of an honors project.

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

AAS 491(F), 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 W030 for the winter study period following 491 or prior to taking 492.

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: REGINA KUNZEL

Faculty 2001-2002: Professors: KUNZEL, K. LEE. Associate Professors: M. LEWIS, REINHARDT*, WONG. Assistant Professors: BEAN, CARTER-SANBORN, L. JOHNSON, KENT**. Visiting Assistant Professor: VERTER. Senior Lecturer: CLEGHORN. Mellon Post-doctoral Fellow: SEE. Bolin Fellow: ENGLISH.

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, 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. American Studies 302 and 403 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 course, 302, is offered primarily for juniors, although it is open to sophomores who have had 201 and will be away from campus during the spring of their junior year. 300-level independent study courses are offered to upperclass students. 403 is designed for senior majors; it, like 302, is open to students who can demonstrate adequate preparation to the instructor.

THE MAJOR

Required major courses:

American Studies 201
American Studies 302
American Studies 403

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. Advanced Placement credit in appropriate areas, or departmental courses not listed here, may be substituted for electives in the major, with permission of the program chair.

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. All students who wish to write an honors thesis should consult with a prospective faculty advisor in the spring of their junior year. Applicants should have a solid record of work of high caliber, normally defined as maintaining at least a 3.4 average in courses taken for the major. Students writing honors theses will register for AMST 491, W030, and AMST 492. The awarding of honors will be determined by the American Studies Program Committee, based on the recommendation of the student's advisor and two other faculty readers.

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.

AMERICAN STUDIES COURSES

AMST 100 Politics and Freedom (Same as Political Science 100) (*Not offered 2001-2002; to be offered 2002-2003*)

(See under Political Science for full description.)

AMST 111(F) Television Culture (Same as English 111)+

(See under English 111 for full description.)

AMST 135(F) African-American Literary Lives (Same as English 135)+*

(See under English for full description.)

AMST 201(F,S) 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 American-ness 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 American-ness? 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?

Hour: 9:55-11:10 TR, 11:20-12:35 TR

11:20-12:35 TR

First Semester: KUNZEL

Second Semester: CLEGHORN

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

(See under Theatre for full description.)

AMST 213(F) American Jewish History: From New Amsterdam to Williams College (Same as History 374 and Religion 209)~

(See under Religion for full description.)

AMST 218(S) Introduction to U.S. Latina and Latino Literature (Same as English 218)*

(See under English for full description.)

AMST 220(F,S) Introduction to African-American Writing (Same as English 220)*

(See under English for full description.)

AMST 221(F) Asian American Literature and Culture (Same as English 221)*

(See under English for full description.)

AMST 225(S) Religion and Popular Culture in America (Same as Religion 225 and Sociology 225)~

(See under Religion for full description.)

American Studies

AMST 246(S) Cultural Encounters in the American West (Same as History 368)*
(See under History for full description.)

AMST 264(F) American Art and Architecture, 1600 to Present (Same as ArtH 264)
(See under Art—ArtH for full description.)

AMST 302(S) Junior Seminar in American Studies: American Utopias

The junior seminar will focus on utopian thinking, social practices and expressive arts in nineteenth- and twentieth-century America: philosophy, literature and art; social experiments; urban planning; science; education; and recent historical and theoretical work in American Studies, much of which displays a decidedly utopian bent. Since most reforming and idealizing visions develop from a heightened sense of what is wrong with American society, we will analyze and interpret dystopian views as well. These will include recent art, architecture and film in which an almost saccharine representation of American life is revealed to be a meditation upon the impossibility of hope. *Enrollment limited to Junior American Studies majors and to those American Studies majors who need to take this course because they will be or have been away during their Junior year. Expected enrollment: 16.*

Hour: 1:10-2:25 TF

CLEGHORN

AMST 320 Adolescence in America (Same as History 376) (Not offered 2001-2002)
(See under History for full description.)

AMST 332 Fugitive Identities: Slavery and the Boundaries of American Politics (Same as Political Science 332) (Not offered 2001-2002; to be offered 2002-2003)+*
(See under Political Science for full description.)

AMST 338(S) Literature of the American Renaissance (Same as English 338)
(See under English for full description.)

AMST 339(S) Postcoloniality and Empire in U. S. Literature and Culture (Same as English 339)*
(See under English for full description.)

AMST 344(S) Imagining American Jews (Same as English 344)
(See under English for full description.)

AMST 345(F) The Black Arts (Same as English 345)*
(See under English for full description.)

AMST 346(F) U.S. Women of Color: Public and Private Cultures (Same as English 346 and Women's and Gender Studies 346)*
(See under English for full description.)

AMST 364(F) Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A. (Same as History 466)
(See under History for full description.)

AMST 368T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents (Same as History 488T) (Not offered 2001-2002)+
(See under History for full description.)

AMST 381(S) Old New Technologies (Same as ArtS 381)~
(See under Art—ArtS for full description.)

AMST 388(S) Representing Cultural Contradiction in Contemporary Art and Criticism (Same as ArtH 466)

How should we understand and represent “difference”? What are the advantages and disadvantages of “identity” for critical work? The tremendous force of racism, sexism, homophobia, and class antagonism in American social life can make it easy to forget that the corresponding categories—“race,” “gender,” “sexuality,” and “class”—are historical artifacts, the result of specific historical and global processes working in collaboration. In our time, refutations of the clean and natural appearance of these identity categories have become a commonplace. This demonstrates, in part, that culture is something constantly made and remade; that it provides raw materials for creative processes which redefine and re-present identity for specific concerns; and, that the application, defense, and meaning of “values” occupy negotiable terrain. But if difference is so structured into the mechanisms of society, what can explain our difficulty coming to terms with its increasing presence/ ubiquity in representation? This course will provide students with an opportunity to engage closely with the language and imagery at work in some of the pressing critical debates of to-

day. The seminar will be taught through a series of comparative case studies across critical writing and visual culture, to include texts by Baldwin, Berkovitch, Bersani, Butler, Dyer, Fuss, Gilroy, Hall, Morrison, Owens, and Pearce; artists Beecroft, Candyass, Hammons, Ligon, Opie, Piper, Rauschenburg, Serrano, Smith, Weems, Walker, Wojnarowicz, and Yates; exhibitions *Black Male* at the Whitney, *Sensation* at the Brooklyn Museum of Art, *New Histories*, and *No Place Like Home*; and, selected films and videos.

Evaluation of seminar participants will be based on class participation, several position papers and oral presentations, and a research paper of 15-20 pages. *Enrollment limited to 15.*

Hour: TBA

ENGLISH

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

AMST 403(F) Notions of Race and Ethnicity in American Culture (Same as History 469)*

While “race” and “ethnicity” have always played fundamental roles in shaping the course of American history and the image of American society, our understanding of the concepts of race and ethnicity has often been less than clear. Our goal in this course is to determine and examine how Americans have defined race and ethnicity at various points in our history and how these notions have been acted out in policy, practice, and theory. Examples of the social and legal construction of race and ethnicity and their expression in American culture will include white-Native American relations, slavery and its legacy, the “Yellow Peril,” science and race, and contemporary race relations. Students will be evaluated on class participation and three written assignments: an annotated bibliography, an historiographical essay, and a final research paper.

Enrollment limit: 18. Priority given to American Studies senior majors and then to History majors.

Group A

Hour: 1:10-3:50 W

WONG

AMST 405 Automobiles and American Civilization (Same as Environmental Studies 405) (Not offered 2001-2002)

(See under Environmental Studies for full description.)

AMST 491(F)-W030, W030-492(S) Senior Honors Project

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.

Anthropology 207 North-American Indians
 ArtH/Environmental Studies 201 American Landscape History
 ArtH/Environmental Studies 252 Campuses
 ArtH/American Studies 259 History of American Photography (Deleted 2001-2002)
 ArtH/American Studies 264 American Art and Architecture, 1600 to Present
 ArtH/Environmental Studies 305 North-American Suburbs
 ArtH 306/Environmental Studies 326 North-American Dwellings
 ArtH 307/Environmental Studies 327 The North-American Park Idea
 ArtH 352 Topics in American Art: The Crisis of Victorian Painting (Deleted 2001-2002)
 ArtH 403 The American House
 Comparative Literature 111 Traveling Fictions—Encountering the Other Through Tourism, Time
 Travel, Exile (Deleted 2001-2002)
 Comparative Literature/Spanish 205 The Latin-American Novel in Translation
 Comparative Literature/French 215 The Fashioning of Fashion: Theory and Practice
 English 123 Contemporary American Short Fiction (Deleted 2001-2002)
 English/American Studies 133 The Frontier in American Literature and Film (Deleted
 2001-2002)

American Studies

English/American Studies 209 American Literature: Origins to 1865
 English/American Studies 210 American Literature: 1865-Present
 English/American Studies 218 Introduction to U.S. Latina and Latino Literature
 English/Women's and Gender Studies 219 Literature by Women
 English/American Studies 220 Introduction to African-American Writing
 English/AMS 231T Literature of the Sea
 English/American Studies 338 Literature of the American Renaissance
 English/Women's and Gender Studies 341 American Genders, American Sexualities
 English 342 Postcolonial Literature (Deleted 2001-2002)
 English 347 Henry James
 English 349 American Modernism of the 1920s (Deleted 2001-2002)
 English 354 Contemporary American Poetry
 English 357 Contemporary American Fiction
 English 364 Classical Hollywood Comedy (Deleted 2001-2002)
 English 371 Feminist Theory and the Representation of Women in Film
 English 376/ArtS 384 Documentary Technologies
 English 377 Suicides and Survivors (Deleted 2001-2002)
 History 148 The Mexican Revolution: 1910 to NAFTA
 History 157 The Great Depression: Culture, Society, and Politics in the 1930s
 History 175 Families and Social Change: An Introduction to the Study of Private Life
 History 301B Autobiography as History: An American Character?
 History 353 Politics and Culture in Colonial British America
 History 358 The "Good War": World War II and American Culture and Society
 History 368/American Studies 246 Cultural Encounters in the American West
 History 376 /American Studies 320 Adolescence in America
 History 378 /Women's and Gender Studies 344 The History of Sexuality in America
 History 379/Women's and Gender Studies 324 Women in the United States Since 1870
 History 382 The Black Radical Tradition in America
 History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households*
 History 389 Major Themes in the History of Native Americans (Deleted 2001-2002)
 History 453 Salem Witchcraft
 History 466 /American Studies 364 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A.
 History 471 Methods in Latino Studies: Community, Family, and Identity Formation (Deleted 2001-2002)
 History of Science 240 Technology and Science in American Culture
 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 212 Jazz Theory and Improvisation I
 Political Science 212 News Media in American Politics
 Political Science 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience
 Political Science/American Studies 332 Fugitive Identities: Slavery and the Boundaries of American Politics
 Sociology 215 Crime in the Streets
 Sociology 311 Modern and Postmodern Culture
 Sociology 368 Technology and Modern Society
 Sociology 387 Propaganda
 Theatre 210 Multicultural Performance
 Theatre/American Studies 211 Topics in African-American Performance: Theatre, Film, and Dance of the Harlem Renaissance
 Theatre 213T Paul Robeson: Visible Man (Deleted 2001-2002)

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 208 Modern Corporate Industry
 Economics 209 Labor Economics

American Studies

Economics 220 American Economic History
 Economics 237 The Economics of Inequality and Poverty (Deleted 2001-2002)
 Economics 355 Feminist Economics
 Economics 386 The Economics of Inequality (Deleted 2001-2002)
 English/American Studies 218 Introduction to U.S. Latina and Latino Literature
 English/American Studies 220 Introduction to African-American Writing
 English/Women's and Gender Studies 341 American Genders, American Sexualities
 English 342 Postcolonial Literature (Deleted 2001-2002)
 English/American Studies/Women's and Gender Studies 346 Women of Color in the U.S.: Public and Private Culture
 History 148 The Mexican Revolution: 1910 to NAFTA
 History 157 The Great Depression: Culture, Society, and Politics in the 1930s
 History 164 Slavery in the American South
 History 243 Modern Latin America, 1822 to the Present
 History 252 America from San Gabriel to Gettysburg, 1492-1865
 History 253 The United States From Appomattox to AOL, 1865 to Present
 History 281 African-American History Through Emancipation
 History 282 African-American History From Reconstruction to the Present
 History 343 Gender and History in Latin America
 History 344 Latin-American Revolutions and the United States
 History 346 History of Modern Brazil, 1822 to the Present
 History 353 Politics and Culture in Colonial British America
 History 354 Gender and Community in Early America
 History 358 The "Good War": World War II and American Culture and Society
 History 364 History of the Old South
 History 365 History of the New South
 History 368/American Studies 246 Cultural Encounters in the American West
 History 370 Studies in American Social Change
 History 372 The Rise of American Business
 History 379/Women's and Gender Studies 324 Women in the United States Since 1870
 History 380 Comparative American Immigration History
 History 382 The Black Radical Tradition in America
 Women's and Gender Studies/History 386 Latinas in the Global Economy: Work, Migration, Household
 History 389 Major Themes in the History of Native Americans (Deleted 2001-2002)
 History 453 Salem Witchcraft
 History 454 The American Revolution
 History 456 Civil War and Reconstruction
 History 488T/American Studies 368T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents
 History of Science 240 Technology and Science in American Culture
 Political Science/American Studies 100 Politics and Freedom
 Political Science 101 (*section 02*) Moral and Political Reasoning
 Political Science 201 Power, Politics, and Democracy in America
 Political Science 207 Political Elections
 Political Science 208 The Politics of Family Policy
 Political Science 209 Poverty in America
 Political Science 211 Public Opinion and Political Behavior
 Political Science 212 News Media in American Politics
 Political Science 214 Congressional Politics Today
 Political Science 216 Constitutional Law II: Individual Rights
 Political Science 218 Presidential Politics
 Political Science 219 Constitutional Law I: Structures of Power
 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 315 American Political Parties
 Political Science 316 Public Policymaking in the U.S.
 Political Science 318 The Voting Rights Act and the Voting Rights Movement
 Political Science 319 The First Amendment (Deleted 2001-2002)
 Political Science/American Studies 332 Fugitive Identities: Slavery and the Boundaries of American Politics
 Political Science/Women's and Gender Studies 336 Sex, Gender, and Political Theory
 Political Science 338 American Legal Philosophy
 Political Science 410 Senior Seminar in American Politics

American Studies

Religion 221/History 373 American Religious History
Religion 224/History 374 North-American Catholic History
Religion/Sociology 225 Religion and Popular Culture in America
Religion 226/History 381 African-American Religious History
Religion/Environmental Studies 276 Grounding the Sacred: Religion and Ecology in the United States
Religion 277 Apocalypses: Varieties of Millennial Discourse
Sociology 203 Social Inequality (Deleted 2001-2002)
Sociology 206 Religion and the Social Order
Sociology 210 The Construction of Social Problems (Deleted 2001-2002)
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 207 North-American Indians
Anthropology 215 Secrets of Ancient Peru: Archaeology of South America
Anthropology 217 Mesoamerican Civilizations
Anthropology/INTR/Religion 273 Sacred Geographies
ArtH/American Studies 264 American Art and Architecture, 1600 to Present
ArtH/Environmental Studies 252 Campuses
ArtH/Environmental Studies 305 North-American Suburbs
ArtH 306/Environmental Studies 326 North-American Dwellings
ArtH 307/Environmental Studies 327 The North-American Park Idea
ArtH 403 The American House
Comparative Literature 111 Traveling Fictions—Encountering the Other Through Tourism, Time Travel, Exile (Deleted 2001-2002)
Economics/Environmental Studies 238 The Regions of America
English 342 Postcolonial Literature (Deleted 2001-2002)
Environmental Studies 101 Humans in the Landscape
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/Environmental Studies 393 Urban Theory
History 466/American Studies 364 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A.
History 478 The Ghetto From Venice to Harlem
INTR 242/ArtH 268/ArtS 212/Religion 289 Cyberspaces
INTR 252 Service, Community, and Self
Political Science 317/Environmental Studies 307 Environmental Law
Political Science 335 The Public Sphere
Political Science 349T Cuba and the United States
Sociology 215 Crime in the Streets
Sociology 311 Modern and Postmodern Culture

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 207 North-American Indians
Anthropology 216 Native-Peoples of Latin America
Comparative Literature 111 Traveling Fictions—Encountering the Other Through Tourism, Time Travel, Exile (Deleted 2001-2002)
Economics 237 The Economics of Inequality and Poverty (Deleted 2001-2002)
English/American Studies 218 Introduction to U.S. Latina and Latino Writing

American Studies

English/American Studies 220 Introduction to African-American Writing
 English/Women's and Gender Studies 341 American Genders, American Sexualities
 English 342 Postcolonial Literature (Deleted 2001-2002)
 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: A Comparison of Empires
 History 281 African-American History Through Emancipation
 History 282 African-American History From Reconstruction to the Present
 History 286/American Studies 250 Introduction to U.S. Latino Studies (Deleted 2001-2002)
 History 364 History of the Old South
 History 365 History of the New South
 History 368/American Studies 246 Cultural Encounters in the American West
 History 370 Studies in American Social Change
 History 380 Comparative American Immigration History
 History 382 The Black Radical Tradition in America
 History 384 Comparative Asian-American History, 1850-1965
 History 385 Contemporary Issues in Recent Asian-American History, 1965-Present
 Women's and Gender Studies/History 386 Latinas in the Global Economy: Work, Migration, Household
 Women's and Gender Studies/History 387 Community Building and Social Movements in Latino/a History*
 History 389 Major Themes in the History of Native Americans (Deleted 2001-2002)
 History 390 An Intellectual History of Southwestern Indians (Deleted 2001-2002)
 History 443 Slavery, Race and Ethnicity in Latin America
 History 456 Civil War and Reconstruction
 History 470 The Chinese-American Experience
 History 471 Methods in Latino Studies: Community, Family, and Identity Formation (Deleted 2001-2002)
 History 472 Slavery, Capitalism, and Revolution: The Impact of the New World on Europe, 1700-1900
 History 478 The Ghetto From Venice to Harlem
 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 101 (*Section 02*) Moral and Political Reasoning
 Political Science 213 Theory and Practice of Civil Rights Protest
 Political Science 233/AAS 200 Beyond Double Consciousness: Gunnar (Deleted 2001-2002) Myrdal and the Construction of Race as Dilemma
 Political Science 249 Latin-American Politics
 Political Science 318 The Voting Rights Act and the Voting Rights Movement
 Political Science/American Studies 332 Fugitive Identities: Slavery and the Boundaries of American Politics
 Political Science 344 Rebels and Revolution in Latin America
 Political Science 349T Cuba and the United States
 Psychology 341 Stereotypes, Prejudice, and Discrimination
 Religion 226/History 381 African-American Religious History
 Sociology 103 Behind the Rhetoric of Race: Race, Ethnicity, and Public Policy
 Sociology 203 Social Inequality (Deleted 2001-2002)
 Theatre 210 Multicultural Performance
 Theatre/American Studies 211 Topics in African-American Performance: Theatre, Film, and Dance of the Harlem Renaissance
 Theatre 213T Paul Robeson: Visible Man (Deleted 2001-2002)

PRE-1900 COURSES

ArtH/American Studies 264 American Art and Architecture, 1600 to Present
 Economics 220 American Economic History
 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 252 America from San Gabriel to Gettysburg: 1492-1865
 History 281 African-American History Through Emancipation
 History 353 Politics and Culture in Colonial British America
 History 364 History of the Old South

American Studies, Anthropology and Sociology

History 368/American Studies 246 Cultural Encounters in the American West
History 380 Comparative American Immigration History
History 453 Salem Witchcraft
History 454 The American Revolution
History 472 Slavery, Capitalism, and Revolution: the Impact of the New World on Europe, 1700-1900
History of Science 240 Technology and Science in American Culture
Political Science 230 American Political Thought
Political Science/American Studies 332 Fugitive Identities: Slavery and the Boundaries of American Politics

ANTHROPOLOGY AND SOCIOLOGY (Div. II)

Chair, Professor DAVID B. EDWARDS

Professors: M. F. BROWN*, D. EDWARDS, JACKALL, JUST. Assistant Professors: FOIAS, NO-LAN.

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

Majors in Anthropology and Sociology are required to take Statistics 101 (*formerly Mathematics 143*), a comparable course in statistics and data analysis, or prove competency in the area of statistical analysis through examination. Courses taken to fulfill this requirement will not count towards the nine course total that all majors are expected to complete.

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 various European and African 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-W031-494, 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, immigrant communities in Chicago, big city police departments and district attorney offices, corporate offices on Wall Street, and criminal drug courts across America. 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.

Prerequisite: Anthropology 101 or Sociology 101 or permission of instructor. *Expected enrollment: 20.*

Hour: 1:10-3:50 W

NOLAN

ANSO 305(F) Social Theory

This course tries to recapture common ground on the sharply contested plain of "social theory." It begins with pairs of classic anthropological and sociological studies showing how the two disciplines typically approach fundamental problems of human experience and address such key questions as: How do men and women in different societies and epochs construct and maintain social

Anthropology and Sociology

order? How do they allocate authority, responsibility, and blame, as well as social prestige, power, and material wealth? What systems of beliefs and reinforcing symbols do they fashion to come to grips with evil, misfortune, and mortality? What happens when social worlds fall apart? In considering such issues through concrete studies, we will reconstruct the intellectual and social histories of both disciplines, examining in particular how the two disciplines abandoned common ground and language, with sociologists gravitating toward paradigms of scientific predictability and anthropologists toward relativistic frameworks of interpretation. The course explores the confrontations of both disciplines with the troubling puzzles of modernity. It analyzes the contemporary appropriation of the "primitive," as well as the significance of remote anthropological discoveries, often in re-enchanted form, of the same demystified, commercial, bureaucratic processes that sociologists study in the metropolis. Finally, the course examines the migration of ideas from anthropology and sociology to disciplines as diverse as literary and art criticism, philosophy, religion, political science, and history, and the counterflow of ideas back to anthropology and sociology. The course emphasizes the conflict between interpretive frameworks and ways to reconcile and build upon these intellectual differences in order to make sense of the social world.

Prerequisites: Anthropology 101 or Sociology 101 and ANSO 205 or permission of the instructor.

Expected enrollment: 20.

Hour: 1:10-3:50 W

FOIAS

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

The capstone seminar is a research seminar. Its purpose is to allow students to engage skills they have acquired to formulate an intellectual problem, gather and analyze data, and compose an original and synthetic work of scholarship relevant to their discipline. Projects may take a variety of forms, including library papers, fieldwork-based papers, group projects, or other alternatives, subject to the instructor's advice and consent. Students registered for the course will meet at least once prior to the commencement of Spring classes and are expected to begin the semester with a concrete research proposal in hand; senior majors writing honors theses join the seminar with projects already well underway. Class meetings thereafter will be devoted to the discussion and mutual critique of ongoing work; students will be required to present work in progress to the seminar at several points during the semester. A final grade will be assigned based on the quality of the research project and on the quality of the student's contributions to and critiques of classmates' work. Students who are not senior majors in anthropology or sociology are permitted to register for this course only with the instructor's permission.

Requirements: major research project, class participation.

Prerequisites: Anthropology and Sociology senior majors or with permission of instructor. *Expected enrollment:* 23.

Students who are doing a thesis in Anthropology or Sociology are required to audit this course and should, therefore, make certain their schedules allow them to do so.

Hour: 2:35-3:50 MR

JUST

ANTHROPOLOGY COURSES

ANTH 101(F,S) 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: a combination of lectures and class discussion of case studies and ethnographic films. Requirements: a midterm, a final exam, a term paper, and class participation.

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

Hour: 2:35-3:50 MR

First Semester: D. EDWARDS

1:10-2:25 MR

Second Semester: JUST

ANTH 102 Human Evolution: Down From the Trees, Out to the Stars (Same as Environmental Studies 106) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth102.html>)

FOIAS

ANTH 103(S) Pyramids, Bones, and Sherds: What is Archaeology?*

Anthropology examines not only living societies, but also prehistoric cultures whose remains are found worldwide. This course will present how archaeology examines the various aspects of human society from the physical record of prehistory. How do we study the subsistence and settlement patterns, the political and social organization, and the economy and ideology of prehistoric societies who have left behind mute material records? The objective of anthropological archaeology is to bring to life these prehistoric cultures through archaeological analysis. The different goals, approaches and methodologies of modern archaeology will be discussed theoretically and then applied to case studies.

Format: lectures/class presentations/discussion of case studies. Requirements: class presentations, two papers, midterm and final exams.

No prerequisites. *Enrollment limit: 40 (expected: 25).*

Hour: 11:20-12:35 TR

FOIAS

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

(See under Linguistics for full description.)

ANTH 207 North-American Indians (Not offered 2001-2002)*+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth207.html>)

M. F. BROWN

ANTH 209 Human Ecology (Same as Environmental Studies 209) (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth209.html>)

M. F. BROWN

ANTH 213 Center and Periphery: State, Society, and the Individual in Southeast Asia (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth213.html>)

JUST

ANTH 214(F) (formerly ANSO 214) The Rise and Fall of Civilizations (Same as Environmental Studies 224)*

Over the centuries, philosophers and historians have asked how did societies evolve from simple hunter-gatherer bands to urban complex civilizations? Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, of civilization and the state, and of human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in the light of the archaeological evidence.

Format: lectures/films/class discussions. Requirements: midterm, final exam, and short paper.

No prerequisites. *Enrollment limit: 40 (expected: 25).*

Hour: 2:35-3:50 TF

FOIAS

ANTH 215 The Secrets of Ancient Peru: Archaeology of South America (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth215.html>)

FOIAS

ANTH 216 Native Peoples of Latin America (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth216.html>)

M. F. BROWN

ANTH 217 Mesoamerican Civilizations (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth217.html>)

FOIAS

ANTH 219(S) The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba (Same as Arth 209)*

The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics and hieroglyphic writing

Anthropology and Sociology

system are well known worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of art history and archaeology. The evolution of the Maya state during the Preclassic period (1000 B.C.-A.D. 250) will be evaluated by looking at the rich archaeological evidence and at the Preclassic art styles. The Classic Maya civilization (A.D. 250-1000) will then be presented through a detailed survey of the archaeology and art of this period. Finally, the collapse of Classic Maya civilization and its transformation and endurance during the Postclassic period and under Spanish rule (A.D. 1000-1600) will be critically evaluated through a detailed review of the archaeological and iconographic evidence.

Format: lecture/discussion. Requirements: midterm and final exams, research paper.

No prerequisites, but an introductory art history or anthropology course highly recommended.

Hour: TBA

FOIAS

ANTH 224 Morality and Modernity in the Muslim Middle East (*Not offered 2001-2002*)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth224.html>)

D. EDWARDS

ANTH 230 (*formerly ANSO 230*) Sociolinguistics (Same as Linguistics 202 and Sociology 230)

(*Not offered 2001-2002; to be offered 2002-2003*)

(See under Linguistics for full description.)

ANTH 273 Sacred Geographies (Same as INTR 273 and Religion 273) (*Not offered 2001-2002*)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth273.html>)

DARROW and JUST

ANTH 280(F) Myth (Same as Classics 280 and INTR 280)

(See under INTR for full description.)

ANTH 308T(F) Imagining "Religion" (Same as Religion 308T)

(See under Religion for full description.)

ANTH 312(S) The Evolution of Culture

The field of anthropology centers on explaining human nature and human culture. Perhaps the greatest single issue addressed by anthropology is the mystery of human cultural evolution. Why have human societies over the past 10,000 years changed rapidly from simple, egalitarian hunting-and-gathering bands to vast, complex, hierarchically organized urban civilizations? The course will be divided into two parts. The first half will explore explanations of cultural evolution through readings from the major theorists from Spencer and Morgan to Marx, Engels, Harris, and modern neo-marxists and post-processualists. The second half will apply these theories to actual case studies from the earliest civilizations in the New and Old World. Through critical evaluations of the theories presented and review of the archaeological and historical evidence from ancient civilizations, the course will provide a context in which students will form their own explanations of this major transformation in human culture.

Format: seminar. Requirements: five short papers; one longer paper.

No prerequisites, but an introductory anthropology course highly recommended. *Enrollment limit: 20 (expected: 12). Priority given to upperclass students and majors.*

Hour: 1:10-3:50 R

FOIAS

ANTH 320 (*formerly ANSO 320*) Health and Illness in Cross-Cultural Perspective (*Not offered 2001-2002*)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anso/anso320.html>)

M. F. BROWN

ANTH 328T(S) (*formerly ANSO 328*) Emotions and the Self*+

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) 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: tutorial.

Open to first-year students.

Hour: TBA

JUST

ANTH 331 Witchcraft, Sorcery, and Magic (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth331.html>)

JUST

ANTH 342(F) Dispute and Conflict, Settlement and Resolution: The Anthropology of Law*

How does a society define the moral life and by what means does it resolve the internal conflicts that inevitably arise? These questions are approached through a survey of the anthropology of law in the broad sense, as concerned not just with codified laws and formal institutions, but with all forms of dispute settlement and conflict resolution, including mediation and arbitration. Taking an ethnographic and cross-cultural perspective, we will examine the cultural construction of dispute, the nature of evidence, and the variety of processes by which disputes can be resolved. We will further examine the relationship between the scale of a community and its legal mechanisms, with particular attention to plural legal systems and the tension between customary and national law in modernizing nations. Ultimately we will try to come to grips with the question of justice: its definition and the means by which it may be achieved.

Requirements: a midterm, a research paper, and class participation.

No prerequisites. *Expected enrollment: 15.*

Hour: 8:30-9:45 TR

JUST

ANTH 346(S) The Afghan Jihad and Its Legacy (Same as EXPR 346)*

Though it is largely forgotten now, the war in Afghanistan played a pivotal role in the collapse of the Soviet Union, and the repercussions of the war continue to be felt in a variety of significant ways, including in the ongoing challenge presented by Osama Bin Ladin, the Saudi industrialist-cum-Islamic activist, who uses Afghanistan as his base of operations for attacking Western interests in the Muslim world. This course examines the historical and cultural background to the war, the events of the war themselves, and the emergence of the Taliban regime following the Soviet withdrawal. Among the issues to be considered are the war and its impact on the Soviet Union, the spread of Islamic radicalism, the relationship between ethnicity and religion, the position of women under the Taliban, and the implications of the collapse of the Afghan nation-state for regional and international political order. In addition to reading about and discussing various aspects of the war, its causes and its aftermath, students will also assist in the development of a DVD on the war that will incorporate extensive video footage shot by Afghan cameramen during the war.

Format: seminar/studio. Requirements: response papers, final, and collaboration in the conceptualization, organization and preparation of the Afghan War DVD.

Prerequisites: permission of instructor. *Enrollment limit: 15 (expected: 15). Priority given to students who have background in social sciences and computer graphics and design.*

Hour: 7:00-9:30 p.m. M

D. EDWARDS

ANTH 364(S) Ritual, Politics, and Performance*

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 a discussion of the ethological and psychological study of ritual, we will consider some of the ways in which anthropologists and sociologists 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 rituals of resistance are actually subversive or constitutive of the dominant structures of authority. The final section of the class is devoted to contemporary ethnographies in which the relationship between ritual and power is a central element.

Seminar. Requirements: Full attendance, class participation, three short essays, and a final.

No prerequisites, but an introductory anthropology or sociology course is recommended. *Enrollment limit: 25, with priority given to upperclass students and majors.*

Hour: TBA

TBA

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

Anthropology and Sociology

ANTH 402(S) Senior Seminar (Same as ANSO 402 and Sociology 402)
(See under ANSO for full description.)

ANTH 493(F)-W031-494(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 relationships 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, Freud, 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. Requirements: midterm and final exams and a term paper.

No prerequisites. *Preference given to first-year students and sophomores. Expected enrollment: 30.*
Hour: 1:10-2:25 MR First Semester: NOLAN
2:35-3:50 MR Second Semester: GROSS

SOC 201(F) (formerly ANSO 201) Violence

This multidisciplinary course analyzes violence and aggression within broad historical and comparative frameworks. The course begins with an examination of the universality of violence and humankind's ceaseless fascination with it. It then proceeds through an examination of types and meanings of violence. Topics include: war and warriors; industrialized violence; ethnic and racial savagery; violence in the name of God; political violence; terror; honor and violence; sexual violence; criminal violence; and self-destructiveness. The course concludes with a look at forces of order and peace in several historical contexts. Special attention paid throughout to representations of violence in art, literature, and cinema. Readings include selections from Homer, Aeschylus, Tacitus, Suetonius, Dostoevsky, Sorel, Marx, Durkheim, Weber, Bloch, Tambiah, and Deutscher, along with many other classical and contemporary writers.

Discussion format. Requirements: extensive reading, several class presentations, major term paper.

No prerequisites. *Enrollment limit: 25. Priority to first-year students and sophomores.*

Hour: 1:10-3:50 T

JACKALL

SOC 206(S) Religion and the Social Order

Beginning with a review of classical sociological analyses of religion's role in the social order—from Durkheim's study of primitive religions to Weber's assessment of Protestantism and the rise of capitalism—this course considers the changing influence of religion on a wide range of social behaviors and institutional arrangements. The course will examine, for example, how religious pluralism heightens cultural tension as multiple and conflicting claims are asserted to have primacy over other claims, resulting in public conflicts over a range of social issues. A prominent and much debated assessment of these conflicts is the so-called "culture wars" thesis. Proponents of the thesis discern deep fissures in the American cultural and religious landscape while critics contend that the divide is not nearly so polarized. Still others observe relative harmony, arguing that America remains "one nation after all". In addition to exploring the various positions on this debate, the course will examine the interplay between culture and other contemporary developments in America religious life such as the burgeoning "seeker church" movement and New Age channeling practices. The class focuses on the United States but lays a conceptual foundation for the cross-cultural study of religion and the social order.

Expected enrollment: 15.

Hour: 8:30-9:45 TR

NOLAN

SOC 208(F) The Social Life of Ideas

One of the most significant cultural institutions in contemporary society is the academy—the intellectual space populated by instructors and researchers who work in college and university settings. Although a great deal of sociological research has been done over the years on the significance of institutions of higher education, only recently have sociologists begun to examine one of the main activities of academics: formulating and expressing ideas. Sociologists of ideas ask a variety of questions. What does it mean to be an intellectual today? What is the best way to describe the social structure of academia? How are one's intellectual choices affected by one's institutional position in this structure? How do academics give voice, in their work, to their political, religious, ethnic, racial, and sexual identities? And what is the relationship

between the writings of intellectuals and the culture of the times? These questions will be among those discussed in this course, which will examine both the older sociology of ideas emerged, and the work of major figures in the field today.

Requirements: a midterm, a final, a research paper, and class participation.

No prerequisites.

Hour: 9:55-11:10 TR

GROSS

SOC 215(F) Crime in the Streets

A sociological examination of violent crime and crimefighting in America. Topics include: violent urban youth gangs and crews; ethnically-based organized crime "families"; the recruitment, socialization, argot, culture, and worldviews of professional criminals; the stages of criminal careers; the ethics of criminal groups; the violence emerging out of the drug trade; the work worlds and habits of mind of crimefighters, with a special focus on uniformed police officers, detectives, and prosecutors; the symbolic representations of criminals and crimefighters in American popular culture; the relationships between law, crime, moral narratives, and social order; the crisis of the criminal justice system in America; and the globalization of crime. Special attention to the process of the criminal investigation.

Format: lecture/discussion. Requirements: midterm paper, final exam, and a term paper.

No prerequisites. *Enrollment limit: 25. Priority to first-year students, sophomores, and Anthropology or Sociology majors.*

Hour: 11:20-12:35 TR

JACKALL

SOC 218 Law and Modern Society (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/soc/soc218.html>)

NOLAN

SOC 225(S) Religion and Popular Culture in America (Same as Religion 225 and American Studies 225)~

(See under Religion for full description.)

SOC 227(S) Urban Policing

The municipal police who patrol the streets of America's cities and towns are often in the headlines, as much these days for their misdeeds as for anything else. While journalistic portrayals of the police often mention the famed police "subculture," rarely do they discuss the ways in which the practices of policing are shaped by social forces and processes outside police control. In this course, we will examine work by sociologists who have attended to such concerns and who view the police not simply as enforcers of democratically-enacted laws, but as an institution central to the reproduction of our highly stratified social order. Such a "theoretical" interest in policing will not, however, keep us from immersing ourselves in the gritty details of the many fine ethnographies of the American police, or from considering the policy implications of our discussions.

Requirements: a midterm, a final, a research paper, and class participation.

No prerequisites.

Hour: 11:00-12:15 MW

GROSS

SOC 228(F) Love

Falling in love and maintaining an intimate relationship often feel like primal experiences-so visceral and associated with overwhelming emotion that, like death, they must be part of the universal human condition. But are they? In this course, we will examine the work of a number of scholars who not only insist that the experience of love is culturally and historically variable, but who also maintain that understanding the social roots of contemporary love and intimacy can tell us something important about the nature of our society. Among the thinkers we will discuss in this regard are Robert Bellah, Michel Foucault, Anthony Giddens, Niklas Luhmann, Judith Stacey, and Ann Swidler.

Requirements: a midterm, a final, a research paper, and class participation.

No prerequisites.

Hour: 8:30-9:45 TR

GROSS

SOC 229(S) Work and Contemporary Capitalism

Contemporary capitalism in America and Europe is marked by a number of distinctive features, including the growth of service sector employment, temporary, part-time, or freelance work, the decline of a paternalistic ethic among employers combined with diminishing support for the welfare state, the declining state, the declining strength of labor unions, the commonality of two income families, a widening gap between rich and poor, the increasing concentration and mobility of capital and the growth of protest movements against it. What are the effects of these changes in our lives-on our prosperity, health, happiness, family relationships, religious and community involve-

Anthropology and Sociology

ments, and on our politics? How do workers in the new economy make sense of it all? And can anything be done to bring “runaway capitalism” back under the control of what John Dewey called “social intelligence”?

Requirements: a midterm, a final, a research paper, and class participation.

No prerequisites.

Hour: 1:10-2:25 MR

GROSS

SOC 230 (formerly ANSO 230) Sociolinguistics (Same as Anthropology 230 and Linguistics 202)
(*Not offered 2001-2002; to be offered 2002-2003*)
(See under Linguistics for full description.)

SOC 250 The Collapse of ‘Common Sense’ (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/soc/soc250.html>)

JACKALL

SOC 265(F) Drugs and Society

From nineteenth-century opium dens to early-twentieth-century speakeasies to late-twentieth-century crack houses, this course investigates the important impact of drugs on American society. Focusing on the social control of drug and alcohol use, particularly legal forms of social control, the course analyzes such historical developments as the rise and fall of prohibition; the early-twentieth-century illegalization of narcotics; the emergence of Alcoholics Anonymous (AA), Narcotics Anonymous (NA) and other self-help groups; and the recent advent of drug courts and juvenile boot camps. The analysis will include evaluation not only of the social influence of drugs typically classified as “illicit,” such as cocaine, opium, morphine, heroine, and marijuana, but also of alcohol, tobacco, and the recent emergence and popularity of psycho-pharmaceutical drugs like prozac and ritalin. Rooted in a sociological perspective, the course reviews different theoretical explanations of drug and alcohol consumption and of the different strategies, legal and otherwise, that have been employed to define and regulate drug use in American society.

Requirements: a research paper, a take-home midterm, and a final exam.

Enrollment limit: 40 (expected: 25). Preference given to Sociology and Anthropology majors.

Hour: 11:00-12:15 MWF

NOLAN

SOC 280(S) (formerly ANSO 352) Leadership and Legitimacy

An analysis of leadership and legitimacy within the framework of Max Weber’s sociology. The course proceeds through comparative historical studies of religious, military, political, and intellectual leaders, in good times and bad, to appraisals of contemporary leaders in bureaucratic settings. Special emphasis on the different types and styles of leadership, on the moral dilemmas of leaders in the face of perceived exigencies, and on various claims to authority and their reception.

Seminar format.

Requirements: class presentations and a major paper.

Permission of the instructor required. *Enrollment limit: 20 (expected: 20).*

(*This course is part of the Leadership Studies cluster.*)

Hour: 11:20-12:35 TR

JACKALL

SOC 311 (formerly ANSO 311) Modern and Postmodern Culture (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/soc/soc311.html>)

NOLAN

SOC 368 Technology and Modern Society (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/soc/soc368.html>)

NOLAN

SOC 387 (formerly ANSO 387) Propaganda (Not offered 2001-2002)

(See full description online:

<http://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)-W031-494(S) Senior Thesis

ART (Div. I)

Chair, Associate Professor MICHAEL J. LEWIS

Professors: EDGERTON, EPPING, FILIPCZAK**, HAXTHAUSEN, E. J. JOHNSON***, OCKMAN*, TAKENAGA. Visiting Clark Professors: PERLMUTTER§§, M. ZIMMERMANN§. Associate Professors: HEDREEN*, JANG, LALEIAN, LEVIN***, M. LEWIS, MCGOWAN*. Assistant Professors: ALI, GLIER, L. JOHNSON, LOW, PODMORE, SOLUM. Assistant Professor and Artist in Residence: TRIBE. Visiting Assistant Professor: PALERMO. Lecturers: CONFORTI§, SATTERTHWAITE, L. SHEARER§§. Senior Lecturer: E. GRUDIN. Part-time Lecturers: B. BENEDICT§§, H. EDWARDS, D. JOHNSON§, MCCALLUM§, H. SHEARER§§. Visiting Part-time Lecturers: GANZ§, HOLLY§, SIMPSON§. Bolin Fellow: ENGLISH. Arthur Levitt, Jr. '52 Artist in Residence: SOUTH.

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

ArtH 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*)

ArtH 301 Methods of Art History (*ARTH 428 or 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, Western or non-Western, prior to 1400, and

3) non-Western art.

Art Studio Route

Sequence courses

ArtS 100 or ArtS 103 Drawing I

ArtS 230 Drawing II

ArtH 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

ArtH 101-102 Introduction to Western Art History

ArtS 100 or ArtS 103 Drawing I

One 200-level ArtS course

ArtH 301 Methods of Art History *or* ArtS 319 Junior Seminar

One ArtH seminar (400-level) *or* graduate (500-level) course

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 concentrate on architecture, painting, sculpture—the richest visual expressions of culture. Since works of art embody human experience, we use the work of all other disciplines to understand them, such as social history, perceptual psychology, engineering, psychoanalysis, and archaeology. Because of its concentration on the visual experience, the Art History major increases one's ability to observe and to use those observations as the basis for critical thought.

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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, and the Clark Art Institute.

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 contemporary architect, Philip Johnson, said, "You cannot not know history".) The junior course (ArH 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 or ArtS 103, serve as an introduction to the basic drawing and design principles which establish the foundation for the development of visual expression. ArH 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, print-making, 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. And 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. Courses of study for History and Practice majors must be approved by two members of the faculty, one from each wing of the department. Any changes in a History and Practice course of study must also be approved by two advisors.

History and Practice Faculty Advisors: Mike Glier, Ann McCallum, and Ben Benedict in studio; E. J. Johnson and Mike 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 History (ArH)

Middle digit distinguishes courses according to geographical area, or time span covered. 0 = general; 1 = Ancient; 2 = Medieval; 3 = fifteenth, sixteenth century; 4 = seventeenth, eighteenth century; 5 = nineteenth century; 6 = twentieth century; 7 = Asian; 8 = African; 9 = independents, honors.

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 = print-making; 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 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-W031-494). 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-W031 or W031-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 function 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: (for the Class of 2002)

The Art Studio division of the Art Department offers a specialization route toward departmental honors. This route, which requires the completion of a substantial body of independently produced visual work, consists of two courses constituting a clearly interrelated pattern of study. The first of these must be a WSP 033 in the senior year, followed by ArtS 418T Senior Tutorial.

In the spring of the junior year, the student should consult with a prospective faculty adviser and declare her/his intent to pursue the degree with honors to the department chair. Potential honors candidates should submit a written proposal and visual documentation of prior work in the field, to the faculty adviser, on the first Monday in October, in the fall of the student's senior year. The proposal should outline a concise and specific course of study in media with which the student can evidence prior experience. The evidence is provided by the visual documentation, in the form of a slide portfolio or video tape. Students should seek assistance from their advisers both on the written proposal and the selection of visual documentation. The studio faculty, as a whole, will review the proposals and support materials. The faculty adviser will inform the student of the faculty members' decision prior to Winter Study registration. Students whose honors proposals are approved by the faculty must enroll in WSP 033 and Arts 418T in the spring semester of the senior year. Members of the studio faculty will review the work in progress, at the end of February. Only candidates who succeed to evidence a sufficient amount of work and substantial progress will be allowed to continue to pursue the degree with honors.

To be considered for honors a student must successfully complete all requirements for the major. Each honors candidate will be expected to have demonstrated the ability to work independently and the understanding of what is required to develop a body of work that investigates a thesis. The project will culminate in a presentation agreed upon by the student, the faculty advisor, and the faculty tutor teaching ArtS 418T. All candidates will be required to present the department with a set of no fewer than twenty slides that document the work completed during the project. This documentation will be accompanied by a written description of the project.

Art

The awarding of honors will be decided by the studio faculty of the department, on the recommendation of the student's advisor and the faculty member teaching ArtS 418T, based on performance in the two related courses. Highest honors are normally awarded only to students whose performance in both the honors program and other courses in the major has been exceptional.

Art Studio: (starting with the Class of 2003)

Studio art concentrators who wish to be candidates for honors are required to take two additional courses: an additional 200-level course and the 400-level senior tutorial, ArtS 418T.

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: lectures and one weekly conference hour in small groups.

Requirements: one or 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.

ArH 101-102 cannot be taken on a pass/fail basis; however, the course may be audited. Students who have audited ArH 101-102 (lectures and conferences) 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. Enrollment limit: 285, with priority given to underclass students.

Hour: 10:00-10:50 MWF, 12:00-12:50 MWF

10:00-10:50 MWF, 12:00-12:50 MWF

Conferences: See Classroom Directory

First Semester: E. J. JOHNSON

Second Semester: E. GRUDIN

ARTH 172(S) Introduction to Asian Art: From the Land of the Buddha to the World of the Geisha*

This course surveys the great artistic traditions of Asia, concentrating on a limited number of major art works from India, China, and Japan. Through visual analysis, students learn the aesthetic, religious, and political ideas and cultural meanings conveyed in the art works.

Evaluation will be based on five quizzes and three short essays. There will be optional conferences.

No prerequisites. *Open to first year students.*

Hour: 9:55-11:10 TR

Conferences: 10-10:50 W, 11-11:50 W, 2-10-3 W

JANG

ARTH 200(F) Art of Mesoamerica*

This course surveys the painting, sculpture, and architectural of the ancient, pre-Colombian Olmecs, Mayans, Zapotecs, and Aztecs of Mexico, Guatemala, Honduras, and Belize from ca. 1000 B.C. to the Spanish conquest beginning in 1521 A.D. Emphasis will be upon the cultural context of

this native-American art in light of recent archaeological discoveries and new anthropological and historical methodologies.

Format: lecture. Requirements: two hour exams and a term paper.

No prerequisites. *Enrollment limit: 20.*

Hour: 11:20-12:35 TR

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.

Afternoon meetings provide discussion and field or site-visit opportunities, and enable 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.

Requirements: several mini-tests, 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 obligatory all-day field trip.

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

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

Hour: 10:00-10:50 MWF

Conferences: 1:10-3:50 T, W

SATTERTHWAITE

ARTH 202(S) War and Images: From the Stone Age to the Internet Age

This course will survey the common and divergent patterns, important issues and events, and principal contributors (patrons, producers, and audiences) of the picturing of human warfare through history. We begin in the stone ages and continue through the era of the ancient empires, the Middle Ages, the Renaissance and the early modern period to the twentieth century. We will investigate how different peoples at different times and under different social and environmental circumstances create bodies of images to represent war that can vary but also have similarities of form, content, function and impact. What can we learn about other cultures and about ourselves by the way we depict and interpret warfare through pictures?

Evaluation will be based on written assignments and class participation.

No prerequisites. *No enrollment limit.*

Hour: 11:00-12:15 MWF

PERLMUTTER

ARTH 209(S) The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba (Same as Anthropology 219)*

(See under Anthropology for full description.)

ARTH 213 Greek Art and Myth (Same as Classics 213) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://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 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth216.html>)

MCGOWAN

ARTH 220 The Mosque (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth220.html>)

H. EDWARDS

ARTH 223(S) Early Medieval Art and Architecture

A survey of the major works of architecture, sculpture, book illumination, monumental mural decoration (mosaic and fresco) and the minor arts (ivory carving, metalwork, etc.) produced from Dura Europos to Toledo and from the Fayum to the Isle of Iona between approximately 200 and 1050. Lectures will focus on questions of style, content, function, patronage and audience in an attempt to convey not only the remarkable diversity and inventiveness of early medieval artistic practice, but also the central role that buildings, images and fashioned objects played in articulating and even

Art

shaping early medieval life. Aiming to situate these works within their larger social, political, devotional, intellectual as well as art-historical contexts, the course also hopes to demonstrate the unique power of the visual arts to provide access into an emerging European world whose values and concerns were radically different from, and yet fundamental to, those of the modern West.

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

No prerequisites.

Hour: 2:35-3:50 MR

LOW

ARTH 224 Romanesque and Gothic Art and Architecture: The Medieval Church in Context (*Not offered 2001-2002; to be offered 2003-2004*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth224.html>)

LOW

ARTH 231(F) Italian Renaissance Art

An introduction to Italian painting, sculpture, and architecture from the fifteenth and sixteenth centuries. Unlike other academic disciplines, art history continues to refer to this period as a renaissance or rebirth. Why is this the case? To what extent is this a useful definition? We will consider these questions by paying critical attention to the ideals that have come to be associated with the Renaissance as a period of astounding creativity and achievement in the visual arts: the importance of classical culture, renewed attention to naturalism, and developing individuality of the artist. We will then explore a series of thematic and contextual perspectives (including religion, domestic life, civic ritual, political power, and artistic style) from which to view select works of art. The goal of this course is not to present an exhaustive survey of the period, but rather to provide a broad range of frames of reference for thinking about Renaissance art.

Format: lecture and discussion. Requirements will include a midterm, a final, and two papers.

Prerequisites: ArTH 101-102. *Open to non-majors and first-years students. Enrollment limit: 40.*

Hour: 11:20-12:35 TR

SOLUM

ARTH 232(S) The Visual Culture of Renaissance Rome

During the fifteenth and sixteenth centuries, the city of Rome saw itself transformed from a shrinking and neglected medieval town into a thriving center of artistic achievement. This lecture course focuses on the historical, geographic, and ideological forces behind this period of renovation and restoration forces that reworked the urban fabric of the city while shaping the character of the visual arts from Filarete and Fra Angelico to Bramante, Michelangelo, and Raphael. We will examine monuments such as Michelangelo's Sistine Chapel, then, not only as touchstones for the history of western art, but also as images capable of reflecting, and even constructing, a uniquely Roman sense of power, time, and historical destiny.

Format: lecture/discussion. Requirements: midterm, final, and two papers. Prerequisites: ArTH 101-102. *Open to majors as well as non-majors. Enrollment limit: 40.*

Hour: 11:00-12:15 MW

SOLUM

ARTH 235 Architecture 1400-1700 (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth235.html>)

E. J. JOHNSON

ARTH 241 Dutch Art of the 1600s: Hals to Vermeer (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth241.html>)

FILIPCZAK

ARTH 246(S) Baroque Art: Images of Men and Women

Although still life and landscapes became popular during the seventeenth century, the human figure remained not only the most esteemed but also the most depicted subject throughout Western Europe. This lecture course will first examine the biological view of sexual difference current at the time (the theory of humors). With this as a basis, we will compare seventeenth-century images of men and women to those from other periods. We will also compare differences between individual artists, including Caravaggio, Artemesia Gentileschi, Bernini, Rubens, Rembrandt, Vermeer, Velazquez, and Poussin.

Evaluation based on midterm and 2 papers, one 5 pages, the other (due the last day of class) 10 pages.

Prerequisites: ArTH 101-102.

Hour: 9:55-11:10 TR

FILIPCZAK

ARTH 247 Flemish Art: Bruegel to Rubens (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth247.html>)

FILIPCZAK

ARTH 251(F) French Painting in the Age of Salon

A lecture course in the history of French painting, beginning with Greuze and Chardin and continuing through Post-Impressionism. The course will focus on the tradition of painting and criticism and will consider major figures from the mid-eighteenth century through the end of the nineteenth century, including David, Gros, Géricault, Delacroix, Ingres, Courbet, Daumier, Manet, Degas, Monet, Cézanne, van Gogh and Gauguin.

Requirements: midterm, final exam, short writing assignments, and a conference at the Clark.

Prerequisites: Arth 101-102 or permission of the instructor. *Enrollment limit: 40.*

Hour: 11:00-12:15 MWF

PALERMO

ARTH 252(S) Campuses (Same as Environmental Studies 252)

An historical study of the North-American campus, primarily its educational or institutional guise, but also as found in some office and industrial "parks," concentrating upon aspects of site design, such as the fit between physiography and building location. Applying such Lynchian precepts as edge, path and node, our inquiry will be both diachronic and comparative. What happens when campuses grow, or diminish? What happens when their surrounding change, or deteriorate: What uses of space are located where, and to what extent is their spatial layout an hierarchical one? Why have some campuses few imitators (even if, as in the instance of Thomas Jefferson's "academical village," their plan has been much extolled)? Among other topics to be considered are: issues of integration within or separation from towns, accommodations to the automobile and to field sports as spatially consumptive uses (leading to increasingly spread-out plans); design as a reflection of pedagogical agenda (or even monastic tradition?); successional uses of the same building or space, especially as increasing enrollments may bring increasing specialization (of building functions); traffic as a function of buildings; campuses pretty much created all at once and campuses more polyglot, with generational changes in design and even purpose; "dead," or vestigial spaces, or buildings, such as through the demise of required chapel attendance. Major attention will be given to seminal designs and designers. Regional examples of a wide variety of campuses will be visited during field sessions.

Requirements: term paper to be submitted in three segments and preferably considering a campus (and its institution through one century). Biweekly attendance at ten weekly field sessions.

No prerequisites.

Hour: 11:00-11:50 MWF

SATTERTHWAITE

ARTH 257 Architecture 1700-1900 (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth257.html>)

M. LEWIS

ARTH 260(S) Twentieth-Century Art, A Survey

A lecture course in selected major figures and movements of twentieth-century European and American art. The course will begin with the revolutionary experiments of early twentieth-century painting (mostly Paris) and shifts its focus at mid-century to the U.S., and especially to New York. Featured artists will include Matisse, Braque, Picasso, Kandinsky, Mondrian, Miró, Pollock, de Kooning, Newman, Johns, Stella, and Smithson. The aim of the course is to develop the students' literacy in the canonical art of the century.

Requirements will include readings, mid-term, final exam, short writing assignments, and possibly a field trip.

Prerequisites: Arth 101-102 or permission of the instructor. *Enrollment limit: 40.*

Hour: 2:35-3:50 MR

PALERMO

ARTH 262 Modern Architecture (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth262.html>)

E. J. JOHNSON

ARTH 263 European Painting and Sculpture, 1900-1945 (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth263.html>)

HAXTHAUSEN

Art

ARTH 264(F) 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: 1:10-2:25 MR

M. LEWIS

ARTH 265 Survey of Contemporary Art: I Love My Time (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth265.html>)

GLIER

ARTH 266 History of Russian Art (Same as Russian 208) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth266.html>)

GOLDSTEIN

ARTH 267(S) Art in Germany: 1960 to the Present (Same as Arth 567)

An examination of the extraordinary ferment in the visual arts in Germany from 1960 to the present. Beginning with the work of Joseph Beuys, the course will explore, through lecture and discussion, developments in painting, sculpture, and photography, including the work of such artists as Georg Baselitz, Bernd and Hilla Becher, Bernhard and Anna Blume, Rebecca Horn, Anselm Kiefer, Sigmar Polke, Gerhard Richter, and Rosemarie Trockel. Among the issues to be examined will be German art and historical memory; "Neo-Expressionism"; the reaffirmation of painting as a medium; the rediscovery of alchemy; and the German reception of Pop Art.

Requirements: a quiz, a midterm, a short research paper, and a final.

Prerequisites: Arth 101-102.

Hour: 11:20-12:35 TR

HAXTHAUSEN

ARTH 268 Cyberscapes (Same as ArtS 212, INTR 242 and Religion 289) (Not offered 2001-2002)

(See under Interdepartmental Program for Experimental and Cross-Disciplinary Studies for full description—INTR 242.) *Satisfies one semester of Division II requirement.*

ARTH 270(F) Japanese Art and Culture*

A survey of traditional painting, sculpture, architecture, wood block prints, and decorative arts of Japan. Special attention will be paid to the developments in artistic style and subject matter in the context of contemporary cultural phenomena. Through visual analysis students learn the aesthetic, religious, and political ideals and cultural meanings conveyed in the works of art. This course offers students a solid grasp of the social, cultural, and art histories of Japan.

Evaluation will be based on five quizzes and three short essays.

No prerequisites.

Hour: 9:55-11:10 TR

JANG

ARTH 274(S) Chinese Calligraphy: Theory and Practice*

This course offers students an opportunity to acquire an understanding of the theoretical and aesthetic principles of Chinese calligraphy, one of the highest art forms in China practiced by the literati. This class also offers students a hands-on experience. The semester is evenly divided between technical instruction and the art history part of the course.

Evaluation will be based on class attendance and participation, a midterm exam, and a final calligraphy project.

No prerequisites. Students do not need to know Chinese. No prior artistic experience is necessary. *Students are required to contact the instructor before preregistering for the course. Enrollment limit: 15.*

Cost to students: approximately \$150 to cover cost of calligraphy brushes, inks and paper.

Hour: 10:00-12:50 F

JANG

ARTH 276 Islamic Art of India (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth276.html>)

H. EDWARDS

ARTH 278(S) 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 seventeenth 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.

Hour: 1:10-2:25 TF

H. EDWARDS

ARTH 301(F) Methods of Art History

A survey of problems and techniques in interpretation, including case-studies in the field of modern art. We will discuss approaches to interpretation (semiotics, phenomenology, deconstruction, social art history) as well as topics of interest to practitioners of various methods (the place of intention in interpretation, formalism). Our readings will include art-historical essays, essays on "theory" (by literary critics as well as art historians) and essays in philosophy by such authors as Yve-Alain Bois, T.J. Clark, Jacques Derrida, Stephen Knapp and Walter Benn Michaels, Rosalind Krauss, Paul de Man, Maurice Merleau-Ponty, and Richard Schiff. Requirements will include readings, presentations, short papers and class participation.

Prerequisites: Arth 101-102. *Limited to majors in Art History and required of them.* Art History majors may take Arth 448 or Arth 428 to satisfy the requirement for Arth 301.

Hour: 9:55-11:10 TR

PALERMO

ARTH 305 North-American Suburbs (Same as Environmental Studies 305) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth305.html>)

SATTERTHWAITE

ARTH 306 North-American Dwellings (Same as Environmental Studies 326) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth306.html>)

SATTERTHWAITE

ARTH 307 The North-American Park Idea (Same as Environmental Studies 327) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth307.html>)

SATTERTHWAITE

ARTH 310 American Agricultural History (Same as Environmental Studies 310) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth310.html>)

SATTERTHWAITE

ARTH 312T Tutorial in Architectural Theory of the Nineteenth Century (Not offered 2001-2002) +

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth312.html>)

M. LEWIS

ARTH 320 Picturing God in the Middle Ages (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth320.html>)

LOW

ARTH 321(S) Inventing Joan of Arc: The History of a Hero(ine) in Literature, Pictures, and Film (Same as INTR 321)

Joan of Arc (known during her own lifetime 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 bril-

Art

liant 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? Enemy of democracy? Instrument of God's will? Fanatic xenophobe? 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 literary, pictorial, and cinematic visions of la Pucelle under the influence of an ever-changing lens of contemporary tastes and concerns. Through discussion of readings and various kinds of visual material, this course will survey the history of Joan of Arc in a range of different media. Among those who have "invented" Joan of Arc and whose work will be examined in the course are: Shakespeare, Voltaire, Schiller, Michelet, Twain, Shaw, Rubens, Ingres, Rude, Bastien-Lepage, DeMille, Dreyer, Preminger, Rivette, and Besson.

Requirements: class participation, midterm, three short writing assignments, final exam.

No prerequisites. *Enrollment limit: 15.*

Hour: 11:20-12:35 TR

LOW

ARTH 350 American Dreams (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth350.html>)

MATHEWS

ARTH 351 The Modern Art World: The Challenge of Leadership in the Midst of Chaos (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth351.html>)

MATHEWS and L. SHEARER

ARTH 365(S) Non-Fiction and Experimental Film

This course examines the evolution—from the Lumière 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 consideration 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, choice of afternoon or evening screening session, obligatory overnight field trip to Film Board in Montreal, oral reports, occasional formal exercises and essays.

Open to sophomores.

Hour: 1:10-2:25 MR

Conference: 2:35-3:50 R

SATTERTHWAITE

SEMINARS

ARTH 352 Topics in American Art: The Crisis of Victorian Painting (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth352.html>)

M. LEWIS

ARTH 363 The Holocaust Visualized (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth363.html>)

E. GRUDIN

ARTH 376 Images and Anti-Images: Zen Art in China and Japan*~ (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth376.html>)

JANG

ARTH 403 The American House (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth403.html>)

M. LEWIS

ARTH 408(S) Art and Conservation: An Inquiry Into History, Methods, and Materials (Same as Arth 508)

(See under Arth 508 for full description.)

ARTH 412 Monsters and Narratives: Greek Architectural Sculpture (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth412.html>)

MCGOWAN

ARTH 421(F) Chartres Cathedral: The History and Reception of a Medieval “Masterpiece”

The Cathedral of Notre-Dame at Chartres was built over a 100-year period, from c.1134 to the 1230s. It features Early Gothic as well as High Gothic elements and the vast majority of its original twelfth- and thirteenth-century architecture, sculpture and stained glass survives intact. This matter of survival alone makes the Cathedral unusual, for no other medieval church preserves so many of its component parts in such pristine condition. But Chartres is unusual for another reason as well: its architecture, sculpture and stained glass have from the moment of their construction been considered among the most beautiful, elaborate, and intellectually sophisticated examples of their kind ever produced. These qualities have made the Cathedral, in the nineteenth and twentieth centuries, not only the most celebrated but also the most studied monument of the Middle Ages. The aim of this seminar is thus twofold: first, to examine the construction history and physical component parts of the building and its decoration, and second, to explore the history of the interpretation of this remarkably complex structure. How has the study of the Cathedral’s architecture, sculpture and stained glass changed during the course of art history’s history? How have contemporary events and developments in other disciplines within the humanities, as well as in art history, affected what scholars have deemed to be important and interesting about this monument? By addressing these questions, the course hopes to provide students with an appreciation both of the possible meanings of Chartres Cathedral to the medieval community or communities that created and used it, and of the way in which our understanding of the past is inevitably determined by the broader methodological and/or ideological preoccupations of those who write about it.

Requirements: class participation, several short papers, 15- to 20-page research paper.

Prerequisites: Arth 101-102. *Enrollment limit: 15. This course may be taken in lieu of Arth 301, Methods of Art History.*

Hour: 1:10-3:50 W

LOW

ARTH 422 Making the Stones Speak: The Emergence and Development Of the Romanesque Sculpted Portal (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth422.html>)

LOW

ARTH 432(S) Art and Private Life in Renaissance Italy

Today, Botticelli’s Birth of Venus, Michelangelo’s Doni Tondo, Leonardo’s Mona Lisa, and Titian’s Venus of Urbino hang on museum walls, but each of these paintings was originally commissioned for a specifically domestic setting. Paintings such as these helped to shape the very fabric of everyday life for their original owners and viewers. This seminar focuses on the domestic setting as a physical, social, and historical context for the investigation of images once housed within the walls of the Renaissance palace (including devotional art, ritual objects, painted furniture, and portraiture). We will pose questions regarding the relationship between these images and the families who lived with them, focusing especially on aspects of gender and identity. Requirements will include class discussion and presentations, a 15- to 20-page paper, and a possible field trip to New York. ARTH 101-102 a prerequisite, open to juniors and seniors as well as graduate students; open to first- and second-year students only by permission. *Enrollment limit: 15.*

Hour: 1:10-3:50 T

SOLUM

ARTH 448(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 12-page or one 25-page paper.

Prerequisites: Arth 101-102 or permission of the instructor. *Enrollment limit: 15. This course may be taken in lieu of ARTH 301, Methods of Art History.*

Hour: 1:10-3:50 W

FILIPCZAK

Art

ARTH 449 The Meanings of Poses in Baroque Art (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth449.html>)

FILIPCZAK

ARTH 460 Miro and Company (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth460.html>)

PALERMO

ARTH 461(F) Against Sense: Marcel Duchamp's Critique of Modernist Culture

The sense of Duchamp's work against sense was to unravel the strategies of how sense is normally produced: first in works of art, including his own, then in ways of life, in ideology and society. Thus in his art there is a close relationship between art about art and cultural criticism. Duchamp does not aim at what art normally does: i.e., to suggest to the spectator certain aesthetic, ideological or "cosmic" and "poetic" feelings. On the contrary, he wants the spectator to realize that art as well as culture are games he can change. These games depend on conventions—very much like science and mathematics depend on axioms: hence his interest for the fourth dimension. The course will focus on Duchamp's work in context with contemporary avantgarde art from Courbet, Seurat, Cubism to Surrealism. First, we will try to understand early avantgarde art, and Duchamp's subtle iconoclasm directed against it. Second, we will examine his appreciation of linguistic fashions in which we come to understand art as well as ideology—including the connections between the two, and their power over our cultural identities.

Requirements: participation in class discussions, class presentation, and a research paper.

Prerequisites: ARTH 101-102. *Enrollment limit: 15.*

Hour: TBA

M. ZIMMERMANN

ARTH 462(S) The Subject of the Representation: Contemporary Art and Film

In order to place in context the forces that revitalized representation in the art of the 1980s, this course will examine the formal and critical framework within which artists and audience alike deconstruct and reconstruct gender and identity, rethinking the nature of the "subject". Specifically, we will consider film and video, new electronic technologies, and some of the many theoretical discourses which influence the production and experience of art. There will be a particular emphasis on films by Dreyer, Godard, Hitchcock, Ford, and elected film noir. Recent films will include *Alien*, *Blue Velvet*, *Breaking Waves*, *Rendez-vous d'Anna* and *Videodrome*, among others. All films will be viewed on videotape. Background readings will include texts by Baudrillard, Derrida, Freud, Haraway, Kristeva, Lacan and Mulvey, in conjunction with readings from *Art After Modernism: Rethinking Representation*. A wide range of contemporary and video artists will be discussed, concentrating on Hill, Holzer, Kelley, Kruger, Oursler, Salle, Sherman, Simpson, Kiki Smith and Weems. The art of the 1960s and 1970s will be discussed in relation to the art of the 1980s and 1990s, with focus on Beuys, Warhol, Hesse and Acconci. Evaluation will be based on two papers, weekly class presentations and a final project to be determined and developed in a series of conferences with the instructors. One field trip to New York City to artists' studios, galleries and museum will be made.

Enrollment limit: 12.

Hour: 7:00-9:30 p.m. M

H. SHEARER and L. SHEARER

ARTH 463 Post-War U.S. Art and Criticism (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth463.html>)

PALERMO

ARTH 464(S) Automatism (Same as INTR 464)

This seminar will explore the place of automatism in understanding the arts of the twentieth century. As a result of the advent of hypnotism, a psychology developed that paid particular attention to the mind's potential "dissociation"—or fragmentation—into more or less independent parts. This could produce separate, or "split," personalities or it could result in less complete dissociations, such as we ordinarily experience in the form of "automatic" actions—activities we perform without consciously attending to them. The premise of this course is that "automatic" phenomena became key motifs of art and art theory during the twentieth century. We will focus on important writings in the history, historiography and theory of automatism (by J.L. Austin, Stanley Cavell, Michael Fried, Ian Hacking, William James, Morton Prince and Gertrude Stein) as well as on works of fiction and pictorial art that can be seen to engage with automatism (by Joseph Conrad, Sir Arthur Conan Doyle, P.H. Emerson, Morris Louis, and Joan Miró).

Requirements will include readings, presentations, short papers, a long paper and class participation.

No prerequisites. *Enrollment limit: 15. Preference will be given to seniors and juniors, in that order.*
Hour: 1:10-3:50 W PALERMO

ARTH 466(S) Representing Cultural Contradiction in Contemporary Art and Criticism (Same as American Studies 388)

(See under American Studies for full description.)

ARTH 470(F) American Orientalism*

"Orientalism" has become a ubiquitous term in academic discourse but relatively little has been done to explore the manifestations of this phenomenon in the realm of the visual arts, or to establish the distinctive character of American Orientalism. Instead, the works of nineteenth-century painters such as Gerome are often used to epitomized the visual evidence. This course will address this reductionism critically, beginning with the American students of Gerome and proceeding chronologically and comparatively. In the process, we will utilize both established and emerging art forms (e.g., advertising) to trace the efflorescence of orientalist imagery in the context of the emerging mass culture in America. Students will be expected to undertake a major research project.

Hour: 1:10-3:50 T

H. EDWARDS

ARTH 493(F)-W031, W031-494(S) Senior Thesis

(See general description of the Degree with Honors in Art, Art History Route.)

ARTH W033 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.

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.

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 either from the secretary's office in the W. L. S. Spencer Art Building or can be obtained on the Hector file server: Departments, Art, and then ArtS 100.

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: 1:10-3:50 M, 1:10-3:50 TR, 1:10-3:50 W; 9:00-10:50 MW, 7:00-9:30 p.m. M and 10:00-10:50 F

First Semester: ALI, EPPING, LEVIN, PODMORE, TAKENAGA

1:10-3:50 M, 9:55-12:35 TR, 1:10-3:50 TR, 1:10-3:50 TF

Second Semester: ALI, EPPING, GLIER, PODMORE

ARTS 103 Accelerated Drawing I (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arts/arts103.html>)

ARTS 212 Cyberscapes (Same as ArthH 268, INTR 242 and Religion 289) (Not offered 2001-2002)

(See under Interdepartmental Program for Experimental and Cross-Disciplinary Studies for full description—INTR 242.) *Satisfies one semester of Division II requirement.* Does not fulfill the requirement for studio art.

ARTS 214(S) The Internet as a Space for Artmaking

This weekly seminar will examine the history, theory and practice of net art, defined as art that is meant to be experienced online. We will look at net art through various lenses, including conceptualism, activist art, performance, public art and narrative. Readings, research and artmaking projects

Art

will address issues of globalization, convergence, intellectual property and identity. In seminar, we will look at and discuss net art, make research-based presentations and critique student net art projects, which will be produced outside of class. Web development experience is not a prerequisite for this course, but if you don't know how to build web sites, you'll have to teach yourself and each other the necessary skills (HTML, Flash, Perl, whatever) as you go. The emphasis in this course is not on technological mastery but on understanding the medium and finding intelligent and effective solutions to artmaking problems. Collaboration will be encouraged, and students will be expected to share knowledge and expertise.

Evaluation will be based on participation in discussion and critiques, presentations and quality of artwork produced.

Prerequisites: ArtS 100 or permission of Instructor. *Enrollment limit: 10 (expected: 10).*

Hour: TBA

TRIBE

ARTS 220(S) Architectural Design I

Instruction in design techniques and drafting with an introduction to architectural theory. Simple design problems will be used to help the student explore form and meaning in architecture.

There will be five design projects requiring drawings and models.

Evaluation will be based on quality of design, with improvement taken into account. Lab fee.

Prerequisite: ArtS 100 or ArtS 103. *ArtH 101-102 strongly suggested. Enrollment is limited; permission of the 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.

Prerequisite: ArtS 100 or ArtS 103. *Enrollment limit: 20.*

Hour: 9:00-12:00 TR

1:10-3:50 MW

First Semester: EPPING

Second Semester: GLIER

ARTS 241(F,S) Painting

In this course, we will begin to explore the options that painting with oils 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.

Prerequisite: ArtS 100 or ArtS 103. *Enrollment limit: 15.*

Hour: 8:30-11:30 T

9:55-12:35 T

First Semester: ALI

Second Semester: ALI

ARTS 255(F) Photographic Time and Space~

An introduction to the practice of photography with an emphasis on the vision that is unique to the camera: the particular manner in which three-dimensional reality is rendered on the two dimensional, light-sensitive plane. The course will concentrate on the study and creation of imagery which is dependent on the specificity of photographic vision. Students will receive instruction on the workings of a 35mm camera (provided by the department), development of black and white film and basic printing technique. Students will be asked to respond to a series of assignments, including one digital assignment. A substantial amount of lab time, in addition to the class meetings, is necessary to complete these assignments. Students' works are evaluated individually and in class critiques throughout the semester.

Evaluation will be based on the level of formal and technical competence of the portfolio as well as the conceptual strength and sophistication of the work completed. Lab fee.

Prerequisite: ArtS 100 or 103. *Enrollment limit: 15. Priority will be given to majors who have not*

completed ArtS 257 and to those non-majors who have been bumped from ArtS 257 in the past. (This course is part of the Critical Reasoning and Analytical Skills initiative.)

Hour: 1:10-3:50 MR

LALEIAN

ARTS 256(S) Fabricated and Manipulated Photography

Photography means “drawing with light.” This is an introduction to photography as a plastic art investigating the synthetic nature as well as the alchemy of the medium. Shooting will be pre-conceived and staged: “making photographs” instead of “taking them.” It will also provide an opportunity to engage in camera-less photography and darkroom experimentation. Students will receive instruction on the workings of a 35mm camera (provided by the department), development of black and white film and basic printing technique. Students will be asked to respond to a series of assignments, including one digital assignment. A substantial amount of lab time, in addition to the class meetings, is necessary to complete these assignments. Students’ works are evaluated individually and in class critiques throughout the semester.

Evaluation will be based on the level of formal and technical competence of the portfolio as well as the conceptual strength and sophistication of the work completed. Lab fee.

Prerequisite: ArtS 100 or 103. *Enrollment limit: 15. Priority will be given to majors and to those non-majors who have been bumped from ArtS 257 in the past.*

Hour: 1:10-3:50 MR

LALEIAN

ARTS 263(F) Printmaking: Intaglio and Relief

An introduction to printmaking through the process of intaglio and relief. Techniques will include drypoint, etching, and collagraphy. Monotypes, some color work, collage, and hand tinting will also be covered. Both technical skill and a strong conceptual basis will be emphasized in order to create finished fine art prints. Experimentation is encouraged. Class time will consist of studio work, demonstrations, lectures, critiques, and field trips.

Evaluation will be based on attendance, participation in class, and the quality of work produced. Lab fee.

Prerequisite: ArtS 100 or ArtS 103. *Enrollment limit: 15.*

Hour: 9:55-12:35 T

TAKENAGA

ARTS 264(S) Printmaking: Lithography

An introduction to printmaking through the process of lithography. Students will work on both stones and aluminum plates. Techniques will include traditional lithographic processes as well as monotyping, multiple plates, collage, and hand tinting. Both technical skill and a strong conceptual basis will be emphasized in order to create good, finished, fine art prints.

Format: studio work, demonstrations, lectures, critiques, and field trips. Evaluation will be based on attendance, participation in class, and quality of work produced. Lab fee.

Prerequisite: ArtS 100 or ArtS 103. *Enrollment limit: 15.*

Hour: 1:10-3:50 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.

Prerequisite: 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.

Art

Evaluation will be based on the quality of work produced, depth and quality of investigative process, participation in critiques, and attendance. Lab fee.

Prerequisite: ArtS 100 or ArtS 103. *Enrollment limit: 12.*

Hour: 1:10-3:50 MW

PODMORE

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.

Prerequisite: ArtS 100 or ArtS 103. *Enrollment limit: 10.*

Hour: 1:10-3:50 T

L. JOHNSON

ARTS 311T(F) Art at the Intersection

Artists have often gained inspiration and insight from others working in different disciplines, architects from sculptors, film makers from painters, writers from composers and the like. Now more than ever the boundaries between disciplines are shifting and blurring. Artists such as Matthew Barney make feature length films that are combined with sculptural installations, architects like Frank Gehry build sculptural buildings and performers like Bill T. Jones explore new technologies and reference drawing through dance.

This tutorial will explore ways in which the fields of performance, literature and architecture relate, interact or intersect with the visual arts, and how within contemporary visual art itself, the arrival of new technologies enables artists to invent media beyond the traditional terminologies of sculpture and painting, photography and video. How and why are these boundaries blurring now and what does it mean for the future of contemporary art making?

Artists we will look at along with those mentioned above include: playwright Sameul Beckett, performers Laurie Anderson & Stelarc, sculptor Richard Serra, installation artist James Turrell, video artists Bill Viola and Gillian Wearing and the digital works of Jeremy Blake and Jason Salavon, amongst others. In their work students will be encouraged to broaden their areas of research and reference and execute individual work in a combination of media or disciplines in order to explore these possibilities. There will be equal emphasis on aesthetic and conceptual issues. The course will include several sessions where the class will meet as a group to view slide/video presentations and for discussions on assigned readings and for critiques. In addition, pairs of students will meet weekly with the instructor to discuss student works in progress.

Evaluation will be based on attendance, quality of work produced, and a general level of engagement in course work/group critiques.

Prerequisites: any ArtS 200-level course. *Enrollment limit: 10.*

Hour: 9:00-11:50 M

SOUTH

ARTS 312T(S) Fictional Realities

This tutorial will investigate visual art that addresses the complexity of contemporary reality. In this technological age, with digital image manipulations and advances in bio-technology and genetic engineering, questions of what is and is not *real* become confusing, challenging and sometimes alarming. We will look at how artists can attempt to examine, question and make sense of the new terrain of this twenty-first-century world.

This will include looking at the works of artists who use new digital media, net.art and sound as well as more traditional media. Thomas Grunfeld, Dayanita Singh, Gregory Crewdson, Brian Conly, Diana Thater, Damian Loeb, John Klima, Ross Sinclair, Unitygain and Thomas Demand will be among those introduced.

Students will be encouraged to explore their own perceptions of reality through the completion of a series of assigned projects before creating their own *world* to communicate their vision in a complete and compelling way.

Students may execute work in any, or any combination of, media in which the student has completed and introductory course. The course will include several sessions where the class will meet as a group to view slide/video/sound presentations and for discussions of assigned readings and work critiques. In addition, pairs of students will meet weekly with the instructor to discuss student work in progress.

Evaluation will be based on attendance, quality of work produced, and a general level of engagement in course work/group critiques.

Prerequisites: any ArtS 200-level course. *Enrollment limit: 10.*

Hour: 9:00-11:50 M

SOUTH

ARTS 313T(S) Art of the Public

“New genre public art [is] visual art that uses both traditional and nontraditional media to communicate and interact with a broad and diversified audience about issues directly relevant to their lives [and] is based on engagement.” So writes Suzanne Lacy, a long-time practitioner of such work. Engagement with members of the public is the premise on which this public art tutorial is founded: the hands-on work of the class will consist in exploring issues directly relevant to the lives of our targeted audience-participants. We will develop art designed for a life outside of the gallery, art that emphasizes a process of engagement with issues. We will investigate the places where we live, our environs, listening, looking, reading, interviewing. Students will learn how to elicit concerns of local citizens and, through workshops on computer visual drafting and collaborative processes, evolve projects that will air those concerns in public settings and in public formats. Requirements: readings, exercises with public places, journal writing on posed questions, taped interviews, drafts of projects pursued with group, attendance at one public meeting of student’s choice, final project and presentation.

Prerequisites: any 100-level course in ArtS or Arth, and any 200-level course in the Art Department, and any course in Theater, Sociology, Political Science, Psychology, Women’s and Gender Studies, or permission of instructor. *Enrollment limit: 10. Preference given to Art majors.*

Hour: 10:00-12:15 W

DIGGS

ARTS 315T(F) Collage

The term collage is from the French verb coller, meaning “to glue.” Throughout art, film and literature of the twentieth century we regard the process of making collage an aggregate of ideas, materials and textures; a work composed of both borrowed and primary material. The assembled information produces a montage that permits meaning to slip the metaphoric conventions of a unified surface and linear logic. This studio, through analog and digital processes, examines several stations in which collage creates patterns that address social, political, and psychological conditions.

The prerequisite for this studio is two from the following ArtS 200 level studios: painting, photography, printmaking, sculpture, or video. Familiarity with a Macintosh platform and basic skills in Photoshop is expected. *Enrollment limit: 10.*

Hour: 1:10-3:50 W

EPPING

ARTS 317T The Miniature (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arts/arts317.html>)

LEVIN

ARTS 319(F) Junior Seminar: Museum, Street, Living Room

The junior seminar addresses the interplay between artmaking practices and art theory and criticism. This year the course will focus on three spaces of encounter for modern and contemporary art: the museum, the street, and the living room. Students will engage critical materials and art historical examples related to these spaces, raising questions about public and private spaces, art and everyday life, and twentieth-century shifts in practices of display and looking. The course will also address how these sites have in turn served as actual source material for artists’ productions. For example, how has the space of the museum inspired work by Mark Dion, Joseph Cornell, Ann Hamilton, the Museum of Jurassic Technology, Andrea Fraser, or Fred Wilson? How does the street figure as a space of appearance and/or as a topic of inquiry in the work of Eduard Manet, Asco, Allan Kaprow, Adrian Piper, or Doug Aitken? How does the living room become the subject of work by Andrea Zittel, Louise Lawler, Pipilotti Rist, or Inigo Manglano-Ovalle, as well as the site of broadcast radio, tv, and internet fine arts projects? Critical works may include writings that address these spaces by Lippard, Kirshenblatt-Gimblett, Holston, Delaney, Chavoya, Baudelaire, Benjamin, Debord, Spiegel, Lefebvre, Corbusier, Marguiles, and others.

A substantial amount of critical reading and viewing will be required, as well as regular journal entries, and three studio production assignments which correspond to each topic.

The course is limited to Art majors and is required of junior Studio Art majors.

Hour: 9:00-12:00 W

L. JOHNSON

ARTS 323 Theatre of Images (Same as Theatre 323) (Not offered 2001-2002)

(See under Theatre for full description.)

Art

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.

Prerequisite: ArtS 220; ArtH 262 *highly recommended*.

Hour: 1:10-3:50 F

MCCALLUM

ARTS 344(F) Abstraction

Abstraction and its self-interested partner, non-objective art, have been persistent and defining ideas of the twentieth century. This course will combine tutorial and workshop formats to investigate the principles of abstract design and the theories that propel them. The course is designed primarily as a drawing and painting class for intermediate and advanced students, but it is also open to students working in sculpture. The assignments will address the following topics: cubism, field composition, organic form, patterns and working in series. Short essays written by artists will accompany the projects. The last four weeks of class will be dedicated to independent work. In addition to studio assignments, each student will give a 20-minute slide presentation about an artist who works abstractly. The course will meet for 2 hours and 50 minutes twice a week.

Evaluation will be based on the quality of visual projects, the slide presentation, and active participation in small critique groups.

Prerequisites: ArtS 230 or a 200 level painting or sculpture course or permission of instructor. *Enrollment limit: 15. Preference given to majors. This course will satisfy the 300-level tutorial requirement for the Studio Art major.*

Hour: 1:10-3:50 MR

GLIER

ARTS 364T(S) 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.

Prerequisite: any one of the following: ArtS 230, 241, 242, 257, 263, or 264.

Hour: 1:10-3:50 T

TAKENAGA

ARTS 371T Addressing Identity—The Non-Traditional Figure (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arts/arts371.html>)

Lab fee.

PODMORE

ARTS 381(S) Old New Technologies (Same as American Studies 381)~

This video production course will address the emergence of technologies that are no longer emerging and in some cases obsolete, which have affected vision, the perception of time and space, and representation. Readings by Wolfgang Schivelbusch on gas lighting, Lisa Cartwright on x-ray, Mark Seltzer on the typewriter, Lynn Kirby on the train, C.W. Ceram on primitive motion picture technologies, and various works on early wireless broadcasting, as well as visual works by inventors, scientists, and visual artists, will serve as source materials for students' own production work. Do these technologies possess their own agency? How do they affect vision, representation, and social contexts, and how do social contexts also affect the development and emergence of these technologies? What are the cultural dreams and fantasies that circulate around their emergence? How were visual arts and arts movements imbricated in these emerging technologies? Specific pro-

duction assignments will address these questions, both in terms of content and aesthetic strategies. Priority given to art and American Studies majors. *Enrollment limit: 12.*

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

Hour: 1:10-3:50 W

L JOHNSON

ARTS 382T The Moving Image and Performance Style (Same as Theatre 326T) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arts/arts382.html>)

L. JOHNSON and BUCKY

ARTS 384 Documentary Technologies (Same as English 376) (Not offered 2001-2002)

(See under English for full description.)

ARTS 418T(S) Senior Tutorial

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.

Prerequisites: completion of *all* other studio courses required for the art studio route. *Open to senior Art majors only.*

Hour: 9:00-12:00 TR

EPPING

ARTS W033 Honors Independent Project

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 the instructor is still 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). 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 the instructor.

ARTH 501 Museums: History and Practice (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth501.html>)

CONFORTI

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.

Hour: 2:30-5:00 T

CONFORTI

ARTH 504(F) Methods of Art History and Criticism

This course on art-historical method is designed to offer students an historiographic overview of the discipline of art history, with a focus on developments of the present century. The course will survey

Art

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 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.

Each student will be responsible for several short papers on selected readings and a longer final paper.

This course is restricted to and required of first-year students in the Graduate Program in the History of Art.

Hour: 7:15-10:00 p.m. W

HAXTHAUSEN

ARTH 505 Topics in Early Photography (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth505.html>)

GANZ

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 Western prints from the Renaissance to the nineteenth century. This semester, in conjunction with the Clark's Fall 2001 exhibition Goltzius and the Third Dimension, our emphasis will be on old master prints. 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. Each participant will lead discussions of several reading assignments and turn in short written reports, in addition to a final term paper.

Enrollment limited: 11. Preference given to second-year students in the Graduate Program in the History of Art.

Hour: 2:30-5:00 M

GANZ

ARTH 507(F) Research in Art History Today

This course will investigate the methods and paradigms of research currently practiced in the discipline. It will take advantage of resident Clark Fellows and the variety of topics and approaches that they bring to their studies. Every other week a Clark scholar will introduce her or his subject to the seminar, by explicitly foregrounding the interpretive strategies of the research project. Other readings will consist of a few prominent speculations on the nature, purposes, and problems presented by our chosen field of study. Weekly seminars will consist of class presentations and discussions. A sustained reflection on contemporary practice will be the subject of the final paper.

Open to first- and second-year graduate students, and advanced undergraduates. *Enrollment limit: 15.*

Hour: 2:30-5:00 T

HOLLY

Head of Research, Clark Art Institute

ARTH 508(S) Art and Conservation: An Inquiry Into History, Methods, and Materials (Same as Arth 408)

This course is taught by the professional staff of the Williamstown Art Conservation Center and guest lecturers. It will acquaint the graduate students with examination techniques for works of art, give them an understanding of the history of artists' materials and methods, and familiarize them with the ethics and procedures of conservation. This course, while not providing expertise in conservation, should assist future curators and art historians in assessing the physical condition and needs of museum collections in their care, including storage, handling and environment, and give them enough knowledge to discuss problems with conservators.

Evaluation will be based, in part, on a midterm and a final exam.

Enrollment strictly limited to 12. Some understanding of science and of studio art helpful. Priority is given to graduate students; undergraduates will be admitted if space is available but must consult the Director of the Graduate Program before preregistering.

Hour: 6:30-8:30 p.m. TR

Lab Staff

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 held in late May. 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.

Art

Each student is required to present three dry runs and a final oral presentation at the symposium.
Prerequisite: successful completion and acceptance of the Qualifying Paper.
Hour: TBA

HAXTHAUSEN

ARTH 510 Topics in Fin-de-Siècle Printmaking (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth510.html>)

GANZ

ARTH 521(S) Picturing God in the Middle Ages

How did Christians come to depict their God? How did they visualize the deity described in Scripture as well as such theological subtleties as the Incarnation and the Trinity? And what purposes did pictures of God serve? Paying particular attention to the rapidly-growing body of recent scholarship on these questions, the seminar will consider a variety of issues concerning the sources and evolution of medieval Christian images of God, in both Byzantium and Western Europe, and the problems these images often generated. Among other specific topics, the course will investigate the impact of imperial cult and images of the dead on the earliest portraits of Christ, theological debates about the nature of spiritual vs. corporeal vision and their relationship to image-making practice, the function of sacred images in public ritual vs. private devotion, and the pictorial exploration of the sexuality of Christ.

Evaluation will be based on research papers, oral presentations, and class participation.

Enrollment limit: 15.

Hour: 1:00-3:30 F

LOW

ARTH 532 Italian Renaissance Theater (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth532.html>)

E. J. JOHNSON

ARTH 541 Studies in Eighteenth-Century French Painting From the Goncourts to the Present (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth541.html>)

RAND

ARTH 552(S) 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 seminar will look at the Gothic Revival in America and Europe as a response to the industrial revolution and to modernity. Students will prepare a semester-long research paper. Possible topics include archaeology and antiquarianism, ideas about the origin and development of the Gothic, its political meaning, new building types and new materials, the relationship of the Gothic to the decorative arts and the doctrine of morality in architecture.

Enrollment limit: 9. Preference given to graduate students in the history of art.

Hour: 2:30-5:00 M

M. LEWIS

ARTH 553 Thomas Eakins (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth553.html>)

SIMPSON

ARTH 555(F) Whistler, Sargent and American Cosmopolitanism

"I can't," wrote Henry James in 1888, "look at the English and American worlds . . . save as a big Anglo-Saxon total." He had noted a year earlier: "It sounds like a paradox, but it is a very simple truth, that when today we look for 'American art' we find it mainly in Paris." Aside from James himself, among the most striking exemplars of this late-nineteenth-century unity of the French, English, and American aesthetic worlds are two painters: James McNeill Whistler and John Singer Sargent. We will look at the careers of these two, arguably the most influential and well known American artists of their era, in light of this internationalism. Discussion and readings will benefit from consideration of objects in the Clark Art Institute's collection. Basis for evaluation: class participation and two brief writing assignments; an oral presentation that will form the basis for a fully developed term paper; and a commentary on a colleague's presentation.

Enrollment limit: 15. Preference given to graduate students in the history of art.

Hour: 2:30-5:00 R

SIMPSON

Art

ARTH 557(F) Alienation: Searching for the Self from Manet to Duchamp

This seminar will study a series of works from Manet, Eugène Carrière, Picasso, Boccioni, and Duchamp. In these paintings and sculptures, the spectator is not “somebody” or a “painter-beholder”, but a concrete (albeit paradoxically fictive) person. The artist is focusing on identity, on “himself”, as if he were somebody else (Lacan: “Moi c’est un autre”). Manet’s detachment, a seemingly uninterested sort of involvement, prepares for more schizophrenic forms of estrangement. We will try to find out whether there is a systematic link between art works implying a de-/reconstructing of the self, the concrete personality of the “author”, and attempts at dissolving and inventing artistic languages. Thus, we will also focus on strategies for alienating art from the security of a dominant cultural viewpoint by introducing multi- or a-perspective languages. The link between the two topics is an interest in procedures aiming in an active way at making things appear strange (in Russian: *ostranjenje*, in German: *Verfremdung*). An introduction will focus on the myth of the artist in and around symbolism between primitivism and decadence, genius and madness, in context with the discovery of children’s art and art of the insane.

Hour: 2:30-5:00 W

M. ZIMMERMANN

ARTH 561 Ambiguous Icons: Problems of Meaning in Twentieth-Century Imagery (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth561.html>)

HAXTHAUSEN

ARTH 562(S) Pictures and Politics in the Twentieth Century

The twentieth century has been called by E.H. Gombrich the “age of images.” Film, television, satellites, and now the Internet have allowed the mass distribution of images to almost every person on the planet. How have pictures and politics—the struggle to define government policy, to seize and maintain power, to influence events—intertwined, colluded, and collided during these revolutions in visual technology? We will examine issues and events related to the impact, alleged and real, of visual images on public opinion, government policy making, and the discourse of elite power holders. While we will favor the study of modern electronically produced images, we will also examine issues related to “high art” and folk culture. Of particular interest will be famous images or icons of entertainment, news, and art which have been credited as having a powerful influence on political opinion and actions.

Enrollment limit: 15. Preference given to graduate students in the history of art.

Hour: 2:30-5:00 W

PERLMUTTER

ARTH 564 Art in the Weimar Republic (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth564.html>)

HAXTHAUSEN

ARTH 565 Art History, Aesthetics, and Visual Studies (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth565.html>)

HOLLY

ARTH 567(S) Art in Germany: 1960 to the Present (Same as Arth 267)

(See full description under Arth 267.)

This lecture course may be taken for seminar credit. Extra seminar sessions will be held outside of the regular lectures for enrolled graduate students. Requirements: Attendance at lectures, completion of all required reading, an oral report, to be presented in revised, written form at semester’s end, and a ten-minute critical commentary on another student’s oral report.

Hour: 11:20-12:35 TR

HAXTHAUSEN

ARTH 570 American Orientalism (*Not offered 2001-2002*)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth570.html>)

H. EDWARDS

ARTH 573(F) Images and Anti-images: Zen Art in China and Japan*

This seminar studies a variety of art forms (painting, ceramics, tea ceremony, and garden) in the context of Zen Buddhism in China and Japan. We will investigate the Zen aesthetic ideals and religious meanings conveyed by these art forms. Special attention will be paid to the study of Zen painting from the twelfth century to the fifteenth century, the golden age of Zen painting in both countries. Issues of interest include, for example, the meanings and functions of Zen painting, iconography and its evolution, different patronage systems in China and Japan, and to what extent Jap-

anese artists tried to break away from their Chinese counterparts, while working with highly derivative material, both thematically and artistically.

Evaluation will be based on class participation, 3 oral presentations, and 1 final paper.

Open to undergraduate students with the instructor's permission.

Hour: 1:00-3:30 F

JANG

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. A score of 500 is required for admission to the advanced course. Students with scores below 500 will be enrolled in elementary language courses. 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 satisfactorily (B- or better) and punctually 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 501-502 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 509.

If appropriate to his or her course of study, a student may petition to substitute another language for French. Instruction in Spanish, Russian, Latin, and Greek is regularly offered in the undergraduate curriculum, whereas independent arrangements must be made for Italian, Dutch, and other languages.

GERM 501(F)-502(S) (101-102) Elementary German

This course is for students who have had no previous study of German. It consists of the regular undergraduate introductory course.

GERM 509(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 501-502 or the equivalent with a final grade of B- or above.

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.

RLIT 509(F,S) Italian Readings in Art History

Students read and discuss their interpretations of assigned readings in art historical texts drawn from contemporary critical works, with occasional consideration of translation/discussion sessions interwoven with strategic review of grammar and brief theoretical exploration of techniques for reading comprehension. *This course will be offered subject to sufficient demand.*

ASIAN STUDIES (Div. I & II)

Chair, Professor GEORGE T. CRANE

Professors: C. KUBLER. Associate Professor: YAMADA*. Assistant Professors: KAGAYA, SILBER, YAMAMOTO. Lecturer: C. CHANG. Visiting Professor: BRASS. Visiting Lecturer: SAKURAI. *Adjunct Faculty for the Major*: Professors: CRANE, DREYFUS, JUST. Associate Professors: JANG, WONG. Assistant Professors: FRANKL*, REEVES, A. SHEPPARD.

The Department of Asian Studies offers courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language and literature. 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, economy, history, languages, 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.*

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) four semesters of Chinese or Japanese language
- 2) Asian Studies 201

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a degree in Asian Studies; or a Language Studies track, leading to a degree in Chinese or Japanese. The requirements for each of these tracks are indicated below:

3A) Area Studies track

- a. a three-course qualification in one of the disciplines represented within Asian Studies (anthropology/sociology, art history, economics, history, 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) Language Studies track

- a. four additional semesters of Chinese or Japanese language
- b. two approved electives with a substantial focus on the country or countries whose language the student is studying

Electives

Anthropology 213 Center and Periphery: State, Society and the Individual in Southeast Asia
Arth 172 Introduction to Asian Art: 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
Chinese 131 Basic Cantonese
Chinese 152 Basic Taiwanese
Chinese/Comparative Literature 234 Post-Mao Literature and Culture
Chinese 243 Gender Issues in Traditional Chinese Literature
Chinese 244 Writer and Society in Twentieth-Century China
Chinese/Comparative Literature 275 China's Greatest Novel
Chinese 412 Introduction to Classical Chinese
Chinese/Linguistics 431 Introduction to Chinese Linguistics
Economics/Environmental Studies 218 Population Economics
Economics/Environmental Studies/Women's and Gender Studies 223 Gender and Economic Development
English/American Studies 367 Treacherous Terrain: Asian American Literacy and Cultural Production
English/American Studies 386 Asian American Women's Writing (Deleted 2001-2002)
FRS 102/History 114 The Mao Cult
History 212 Barbarians in the Middle Kingdom: China to 1850
History 213 Modern China, 1850-Present: Continuity and Change
History 216 Modern Japan

History 313	Women in Chinese History
History 384	Comparative Asian-American History, 1850-1965
History 385	Contemporary Issues in Recent Asian-American History, 1965-Present
History 395	Vietnam
History 470	The Chinese-American Experience
History 473	Stuff
Japanese/Comparative Literature 271	Traditional Japanese Literature into the Twentieth Century
Japanese/Comparative Literature 276	Premodern Japanese Literature and Performance
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	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, 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-W031-494, CHIN 493-W031-494, or JAPN 493-W031-494. 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 Political Science 100)*

(See under Political Science for full description.)

Satisfies one semester of Division II distribution requirement.

ASST 213(S) Politics of India since Independence

This course examines the history and politics of India from 1947 to the present. Brief consideration is given of continuities and discontinuities between pre- and post-independence India followed by discussion of institutional and leadership changes in national, state, and local politics; language, religious, and caste conflicts; and the transition from a centralized command economy to a liberalized, economic regime. Special attention is paid to the problems and progress of India in maintaining and consolidating a competitive parliamentary system over five decades.

Format: lecture/discussion. Requirements: class participation, short papers, and a final exam.

No prerequisites.

Hour: 9:55-11:10 TR

BRASS

ASST 303(S) The Vietnam War (Same as Political Science 362)*

(See under Political Science for full description.)

Satisfies one semester of Division II distribution requirement.

Asian Studies

ASST 313(S) Collective Violence and the State in South Asia

This course offers a comparative study of all forms of collective violence in South Asia over the past half century with emphasis on riots, pogroms, massacres, and insurrectionary movements. Special attention is given to several major events: the genocidal massacres at the time of Partition of British-ruled India into the two sovereign states of India and Pakistan; the secession of Bangladesh from Pakistan; recurring Hindu-Muslim riots since Independence in India; the insurrectionary movements in the Indian states of Punjab, Jammu and Kashmir, and the smaller states in the northeastern part of the country; and the civil war in Sri Lanka.

Format: lecture/discussion. Requirements: class participation, short papers, and a final exam.

No prerequisites.

Hour: 2:35-3:50 MR

BRASS

ASST 493(F)-W031-494(S) Senior Thesis*

Satisfies one semester of Division II distribution requirement.

ASST 497(F), 498(S) Independent Study*

Satisfies one semester of 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. Those students entering with previous proficiency in Chinese should see Professor Chang concerning placement. The department also offers courses on Chinese literature in translation for those students who have no knowledge of the language but who wish to become acquainted with the major achievements in Chinese literary and intellectual history. Students having questions concerning these courses should also see Professor Silber. For the purpose of the distribution requirement, all courses in Chinese are considered Division I.

CHIN 101(F)-W088-102(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 mainland 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 a basic proficiency in reading and writing in both the traditional and the simplified script at about the 500-character level. This course, which assumes no prior background in Chinese, will consist of approximately 60% training in speaking and listening with the other 40% spent on reading and writing. Classes consist of a combination of "act" classes, conducted exclusively in Mandarin, where students use the language in various types of drills and communicative activities; and "fact" classes, conducted in Mandarin and English, where students learn about the language and culture. Both audiotapes and videotapes will be employed extensively.

Evaluation will be based on daily classroom performance, homework, quizzes, weekly tests, and a final exam.

Credit granted only if both semesters and the winter study sustaining program are taken.

Hour: 9:00-9:50 MTWRF, 12:00-12:50 MTWRF

First Semester: C. CHANG

9:00-9:50 MTWRF, 12:00-12:50 MTWRF

Second Semester: C. KUBLER

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.

Prerequisite: Chinese 202 or permission of the instructor.

Hour: 9:55-11:10 TR

C. KUBLER

CHIN 152 Basic Taiwanese (Not offered 2001-2002; to be offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chin/chin152.html>)

C. 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, achieve a level of reading competence within a vocabulary of about 1,200 simplified and traditional characters plus common compounds, and be able to write short compositions. *Conducted in Mandarin.* Classes format: a combination of drill, discussion, and reading.

Evaluation will be based on classroom performance, homework, weekly tests, a midterm, and a final exam.

Prerequisite: Chinese 102 or permission of the instructor.

Hour: 10:00-10:50 MTWRF

SILBER

CHIN 234 Post-Mao Literature and Culture (Same as Comparative Literature 216) (Not offered 2001-2002; to be offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chin/chin234.html>)

SILBER

CHIN 243 Gender Issues in Traditional Chinese Literature (Same as Comparative Literature 217) (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chin/chin243.html>)

SILBER

CHIN 244(S) Writer and Society in Twentieth-Century China (Same as Comparative Literature 218)*

The tumultuous social and political changes of China in this century have been inseparable from equally dramatic developments in literature. Writers and intellectuals grappling with their own roles in these events have raised in their work searching questions about the role of writers and literature in building a nation and reshaping society. Through selections of twentieth-century Chinese fiction, prose, and film, we will explore the questions that writers were asking themselves. How do writers cast their mission? Can writing change the world? How does literature "reflect" society, and how does it affect it? As we consider these questions, we will also be reading each work closely to explore and develop various approaches and methods of literary and cultural analysis.

Format: primarily discussion, with some informal lecture. Evaluation will be based upon class participation, a few short writing assignments, and a final paper.

No prerequisites. All readings and class sessions will be in English, but students with sufficient Chinese ability will be encouraged to do some of the readings in Chinese.

Hour: 1:10-2:25 TF

SILBER

CHIN 275(F) China's Greatest Novel (Same as Comparative Literature 275)*

China's greatest novel, *The Story of the Stone* (also known as *The Dream of the Red Chamber*) was written in the mid-eighteenth century, when China was the largest and richest state in the world. Achieving breadth and nuance only found in the Western tradition a century later, this novel offers what seems to be a realistic description of a wealthy extended family—with all its generational, gender, and class conflicts, power struggles, love stories, and economic and entertainment activities. Yet the novel also challenges the relationship between truth and fiction, reality and illusion, for the stone is magical, given life by a Buddhist and a Daoist priest. We will read the novel through the perspectives of literary studies, cultural studies, and social history, drawing upon secondary sources in these fields to understand not only the story that most Chinese know but also a substantial amount about traditional Chinese culture and society.

Format: discussion with some informal lecture. Evaluation will be based upon classroom performance, a few short writing assignments, and one longer one.

No prerequisites. All readings and discussions will be in English. *Enrollment limit: 18.*

Hour: 1:10-2:25 TF

SILBER

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.*

Format: two 75-minute classes plus a 50-minute conversation session; primarily reading and discussion, with students being required to write a short essay every other week. Evaluation will be based on classroom performance, homework, quizzes, and a final exam.

Prerequisite: Chinese 202 *or* permission of instructor.

Hour: 11:00-11:50 MWF

C. CHANG

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.*

Format: two 75-minute classes plus a 50-minute 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.

Prerequisite: Chinese 302 *or* permission of instructor.

Hour: 12:00-12:50 MWF

12:00-12:50 MWF

First Semester: J. KUBLER

Second Semester: C. CHANG

CHIN 412 Introduction to Classical Chinese (*Not offered 2001-2002; to be offered 2002-2003*)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chin/chin412.html>)

C. KUBLER

CHIN 431(F) Introduction to Chinese Linguistics (Same as Linguistics 431)*

Is Chinese—whose nouns “lack” number and whose verbs have no tense—a monosyllabic, “primitive” language? Are the Chinese characters a system of logical symbols or “idiographs,” which indicate meaning directly without regard to sound? Should (and could) the characters be done away with and alphabetized? Are Cantonese, Hakka, and Taiwanese dialects or languages? And what is the relationship between Chinese, Japanese, Korean, and Vietnamese? These are some of the questions we will be taking up in this one-semester introduction to the scientific study of the Chinese language. Topics to be covered include: the phonological, syntactical, and lexical structure of Modern Standard Chinese; the Chinese writing system; the modern Chinese dialects; the history of the Chinese language; sociolinguistic aspects of Chinese; language and politics in the Chinese-speaking countries; and the teaching of Chinese as a foreign/second language. Readings in English and Chinese, with class discussion conducted primarily in Mandarin.

Evaluation will be based on classroom performance, homework, two short papers, and one longer paper.

Prerequisite: Chinese 301 *or* permission of the instructor.

Hour: 1:10-3:50 W

C. KUBLER

CHIN 493(F)-W031-494(S) Senior Thesis*

Satisfies one semester of 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 in Japanese literature in translation 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) is offered for students who have completed 402 or the equivalent. Those students entering with previous proficiency in Japanese should see Professor Yamamoto concerning placement. For the purpose of the distribution requirement, all courses in Japanese are considered Division I.

JAPN 101(F)-W088-102(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 (lectures) SAKURAI (conferences)
9:55-11:10 TR	Conferences: 9-9:50 MWF, 10-10:50 MWF
	Second Semester: YAMAMOTO (lectures) KAGAYA (conferences)

JAPN 201(F), 202(S) Second-Year Japanese*

This course is a continuation of Elementary 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: 1:00-2:25 TR	Conferences: 11-11:50 MWF, 12-12:50 MWF
	First Semester: KAGAYA (lectures) KAGAYA (conferences)
11:20-12:35 TR	Conferences: 11-11:50 MWF, 12-12:50 MWF
	Second Semester: YAMAMOTO (lectures) SAKURAI (conferences)

JAPN 271(S) Transitional Japanese Literature Into the Twentieth Century (Same as Comparative Literature 271)*

After more than two centuries of National Seclusion, Japan's modern era began in 1868 with the restoration of Imperial rule. Rapid and radical changes followed in every aspect of Japanese society. This course will explore such changes through literature, film and performance. We will trace how the authors of literary and other artistic works perceived, integrated and at times rejected experiences of the new and the foreign. *All readings and discussions will be in English.*

Evaluation will be based on active class participation, presentations, written journals, two short and one longer paper.

No prerequisites. *Expected enrollment: 15.*

Hour: 2:35-3:50 MR

KAGAYA

JAPN 276 Premodern Japanese Literature and Performance (Same as Comparative Literature 276) (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/japn/japn276.html>)

KAGAYA

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 emphasis on 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.

Prerequisite: Japanese 202 or permission of instructor.

Hour: 1:10-2:25 MR	Conference: 1:10-2:25 TF	First Semester: Staff
1:10-2:25 MR	Conference: 1:10-2:25 TF	
	Second Semester: SAKURAI (lectures) and YAMAMOTO (conferences)	

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.

Prerequisite: Japanese 302 or permission of instructor.

Hour: 9:00-9:50 MWF	First Semester: KAGAYA
9:00-9:50 MWF	Second Semester: SAKURAI

JAPN 493(F)-W031-494(S) Senior Thesis*

Satisfies one semester of 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 KAREN B. KWITTER

Professors: KWITTER, PASACHOFF*. Visiting Professor: DEMIANSKI. Observatory Supervisor/
Instructor: MARTIN.

Why is the sky dark at night? What are those mysterious twinkling lights that dot the nighttime sky? What is Earth's place in the Universe? 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-type 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 103 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities: a 24" computer-controlled telescope with sensitive electronic detectors, and our own network of computer workstations for image processing. The Astronomy Department homepage can be accessed on the World Wide Web 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 field, 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 or 141 and Mathematics 104 in the fall, and continue with Physics 142 and Mathematics 105 in the spring. 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 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 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
- Two 400-level Astronomy courses
- Physics 131 Particles and Waves
- or Physics 141 Particles and Waves—Enriched
- or equivalent placement
- Physics 142 Physics Today
- Physics 201 Electricity and Magnetism
- Physics 202 Waves and Optics
- Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Introductory Quantum Physics
Mathematics 104 Calculus II
Mathematics 105 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 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. 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.

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 or 141 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 or equivalent
Two 400-level Astronomy courses
Physics 131 Particles and Waves
or Physics 141 Particles and Waves—Enriched

Astronomy, Astrophysics

or equivalent placement

Physics 142 Physics Today

Mathematics 104 Calculus II

Mathematics 105 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 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. 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 Chandra X-ray Observatory, the 10-meter Keck Telescopes, and the Very Large Telescope in Chile, 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 evaluate the evidence for planets around stars other than the Sun. This course is independent of and on the same level as Astronomy 102 and 104.

Evening observing sessions include use of the 24" and other telescopes to observe stars, nebulae, planets, and galaxies; daytime observation of the Sun will also be possible. In addition, students will have the opportunity to learn the constellations and to find their way around the sky.

In labs, students will be able to explore concepts discussed in class; students will also have the opportunity to use the department's multimedia facilities to learn more about the astronomical objects they study and observe and to explore astronomy on the World Wide Web.

Format: lectures, three hours a week; observing sessions; and 4 labs per semester. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. *Non-major course.*

Hour: 9:55-11:10 TR

Lab: 1-2:30 T, W; 2:30-4 T, W

DEMIANSKI

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. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope. This course is independent of, and on the same level as Astronomy 101 and 104.

Evening observing sessions include use of the 24" and other telescopes to observe stars, nebulae, planets, and galaxies; daytime observation of the Sun will also be possible. In addition, students will have the opportunity to learn the constellations and to find their way around the sky.

In labs, students will be able to explore concepts discussed in class; students will also have the opportunity to use the department's multimedia facilities to learn more about the astronomical objects they study and observe and to explore astronomy on the World Wide Web.

Format: lectures, three hours a week; observing sessions; and 4 labs per semester. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. *Non-major course.*

Hour: 9:55-11:10 TR

Lab: 1-2:30 T, W; 2:30-4 T, W

KWITTER

ASTR 104 The Milky Way Galaxy and the Universe Beyond (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/astr/astr104.html>)

PASACHOFF

ASTR 106 Observing the Sun and Stars (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/astr/astr106.html>)

PASACHOFF

ASTR 330 The Nature of the Universe (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/astr/astr330.html>)

KWITTER

ASTR 334(S) Black Holes and the Life Stories of Stars

This course deals with the evolution of stars in a nonmathematical fashion. Recent astronomical observations with the most powerful telescopes, including the Hubble Space Telescope and Chandra X-ray Observatory, revealed that the Universe contains many more black holes than previously expected. Starting with a general description of stars and their evolution and the physical processes taking place in their centers this course will discuss final outcomes of stellar evolution—white dwarfs, neutron stars and black holes. We will discuss how neutron stars were discovered and later lead to very important discovery of gravitational waves and extra-solar planets. Detailed discussion of the bizarre properties of black holes will concentrate on relativistic effects, methods of observation and finally observational proofs of their existence. Hypothetical but very interesting possibilities of time travel and quantum effects connected with black holes will be covered. Format: lecture/discussion, three hours per week. Evaluation will be based on two hour exams, a paper and a final exam.

No prerequisites. Courses in the 330-sequence are meant as general-education courses for students of all majors. *Enrollment limit: 40. Not open to first-year students and sophomores. Non-major course. Closed to Astronomy, Astrophysics, and Physics majors.*

Hour: 2:35-3:50 MR

DEMIANSKI

COURSES WITH PREREQUISITES

ASTR 111(F) Introduction to Astrophysics

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. Some students will take this course concurrently with Physics 131 or 141. Students who take this course after hav-

Astronomy, Astrophysics

ing taken Physics 142 or 144 will have the opportunity to carry out more advanced assignments or projects.

Evening observing sessions include use of the 24" and other telescopes to observe stars, nebulae, planets and galaxies; daytime observation of the Sun will also be possible. In addition, students will have the opportunity to learn the constellations and to find their way around the sky and to explore astronomy on the World Wide Web.

Format: lectures, three hours a week; laboratory and observing sessions. Evaluation will be based on problem sets, two hour tests, a final exam, lab reports, and observing portfolio.

Prerequisites: a year of high school physics *or* college physics taken concurrently, *or* permission of the instructor. In addition, students taking Astronomy 111 must have had or be taking Mathematics 104 *or* equivalent

Hour: 11:20-12:35 TR

Lab: 1-4 M, R

KWITTER

ASTR 203T Solar System Astrophysics (*Not offered 2001-2002*)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/astr/astr203.html>)

PASACHOFF

ASTR 207T Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (*Not offered 2001-2002; to be offered 2002-2003*)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/astr/astr207.html>)

KWITTER

ASTR 211(F) Observation and Data Reduction Techniques in Astronomy

Astronomical observations have undergone a tremendous transformation as a result of the digital computer revolution. Images and spectra that routinely required photographic exposures of many hours are now possible in minutes, if not seconds, with modern electronic detectors. Along with this colossal growth in the rate at which data can be acquired comes a concomitant increase in the complexity of the effort required to extract useful information from that data. This course will introduce techniques of obtaining and analyzing astronomical data. Regardless of the telescope or detector, however, observing still requires knowledge of the sky; we will begin by learning about celestial coordinates, basic spherical trigonometry, and time. The course will then move on to discussion of CCD detectors, signal statistics, and the data reduction process, making use of data we obtain with our 24" telescope and CCD, as well as data from telescopes at the National Optical Astronomy Observatories. Students will analyze images and spectra on department workstations using data reduction techniques standard among astronomers.

Evaluation will be based on problem sets, an hour test and a final project.

Prerequisites: Astronomy 111 (or Astronomy 101 and either 102 or 104 with permission) and Mathematics 104, *or* permission of the instructor. Prior experience with UNIX is helpful, but not required. *Enrollment limit: 10.*

Hour: 1:10-3:50 W

Lab: 7-9:30 p.m. M

KWITTER

ASTR 408T The Solar Corona (*Not offered 2001-2002*)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/astr/astr408.html>)

PASACHOFF

ASTR 410 General Relativity and Cosmology (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/astr/astr410.html>)

DEMIANSKI

ASTR 412T Solar Physics (*Not offered 2001-2002; to be offered 2002-2003*)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/astr/astr412.html>)

PASACHOFF

ASTR 416(S) White Dwarfs, Neutron Stars, and Black Holes

This senior seminar will take advantage of Visiting Prof. Marek Demianski's specialties to deal with topics of widespread interest to our students on an advanced level. This course will deal with the end products of stellar evolution: collapsed stars. Observational results from satellites, including the Hubble Space Telescope and the Chandra X-ray Observatory, will be discussed. The required mathematics will be developed as needed.

Format: lecture/discussion, three hours per week.

Astronomy, Astrophysics, Biochemistry and Molecular Biology

Evaluation will be based on homework assignments, two hour exams, and a final exam.

Prerequisites: A 200-level Physics course or permission of the instructor.

Hour: 12:00-12:50 MWF

DEMIANSKI

ASTR 418 Astrophysics of The Milky Way and Other Galaxies (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/astr/astr418.html>)

KWITTER

ASTR 493(F)-W031, W031-494(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.

Prerequisite: permission of the department.

Members of the Astronomy Department

ASPH 493(F)-W031, W031-494(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.

Prerequisite: 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

BIOCHEMISTRY AND MOLECULAR BIOLOGY (Div. III)

Chair, Professor MARSHA ALTSCHULER

Advisory Committee: Professors: ALTSCHULER, DEWITT***, L. KAPLAN, LOVETT, D. LYNCH. Associate Professor: ROSEMAN. Assistant Professors: ADLER, CHIHAEDE, LASKOWSKI, RAYMOND**, SAVAGE, SWOAP. Visiting Associate Professor: BANTA.

Biochemistry and molecular biology are dynamic fields which lie at the forefront of science. They have provided important insights and advances in the elucidation of the relationship between the structure and function of proteins, the molecules and cells of the immune system, enzyme structure and action, membrane assembly and structure, DNA and RNA structure, the nature of the genetic code, and the molecular basis of gene regulation. Recombinant DNA and other biotechnologies have provided new and powerful tools which have exciting applications. Current applications range from the diagnosis and treatment of disease to enzyme chemistry, developmental biology, and the engineering of new crop plants.

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.

Biochemistry and Molecular Biology

THE FOLLOWING INTERDEPARTMENTAL SEQUENCE COURSES SERVE AS THE CORE OF THE BIOCHEMISTRY AND MOLECULAR BIOLOGY PROGRAM

Biochemistry 321 and 322 provide a comprehensive introduction to biochemistry. These courses taken in conjunction with Biology 202 *Genetics* and Biology 306 *Advanced Molecular Genetics* provide a thorough background in essentially all of the areas of modern biochemistry and molecular biology.

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: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on three hour exams, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Chemistry 202 and Biology 101. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Labs: 1-5 W, R

LOVETT

BIMO 322(S) Biochemistry II—Metabolism (Same as Biology 322 and Chemistry 322)

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: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on quizzes, an hour exam, a final exam, and performance in the laboratories including lab reports.

Prerequisites: Chemistry 202 and Biology 101. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 9:55-11:10 TR

Labs: 1-5 W, R

D. LYNCH

To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses:

Required Courses

Biology 101 The Cell
and Biology 102 The Organism
Chemistry 101, 102/106 or 103-104/108 Concepts of Chemistry and
Chemistry 201-202 Organic Chemistry or
^aChemistry 151 or 153 or 155 Concepts of Chemistry and
^aChemistry 156 and 251 Organic Chemistry: Introductory Level and Intermediate Level
and
Chemistry 256 Foundations of Physical and Inorganic Chemistry
Biology 202 Genetics
Biochemistry and Molecular Biology 321 Biochemistry I—Structure and Function of Biological Molecules
Biochemistry and Molecular Biology 322 Biochemistry II—Metabolism
one 400-level biology course (from *Elective Courses* listed below) or Chemistry 406 (or 426^a)

and two of the following elective courses; one from the Chemistry Department and one from the Biology Department offerings:

Elective Courses

Biology 301 Developmental Biology
Biology 304 Neurobiology

Biochemistry and Molecular Biology, Biology

Biology 306 Advanced Molecular Genetics
Biology 308 Plant Growth and Development
Biology 309 Mammalian Molecular Physiology
Biology 313 Immunology
Biology 314 Virology
Biology 315 Microbiology: Diversity, Cellular Physiology, and Interactions
Biology 410 Topics in Cell, Molecular and Developmental Biology
Biology 412 Biochemical Regulatory Mechanisms
Biology 413 Molecular Basis of Biological Clocks
Chemistry 301 (or 366^a) Physical Chemistry: Thermodynamics
Chemistry 303 (or 342^a) Synthetic Organic Chemistry
Chemistry 304 (or 366^a)/Environmental Studies 304 Instrumental Methods of Analysis
Chemistry 306 (or 367^a) Physical Chemistry: A Biochemical Approach
Chemistry 308 (or 341^a)/Environmental Studies 328 Toxicology and Cancer
Chemistry 310 (or 324^a) Enzyme Kinetics and Reaction Mechanisms
Chemistry 314T (or 464T^a) A Theoretical Approach to Biological Phenomena
Chemistry 316T (or 436^a) Bioinorganic Chemistry
Chemistry 406 (or 426^a) Topics in Biochemistry and Molecular Biology

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 three additional courses to complete the program.

^aPlease note that the Chemistry Department is changing its curriculum beginning in the 2001-2002 year and many course numbers will be changing. Specific questions should be directed to the Chair of Chemistry.

BIOLOGY (Div. III)

Chair, Professor HEATHER WILLIAMS

Professors: ALTSCHULER, ART*, DEWITT***, J. EDWARDS, D. LYNCH, H. WILLIAMS, ZOTTOLI. Associate Professor: ROSEMAN. Visiting Associate Professor: BANTA. Senior Lecturer: D. C. SMITH. Assistant Professors: ADLER, LASKOWSKI, MORALES, RAYMOND**, SAVAGE, SWOAP. Visiting Assistant Professor: SCHMIDT. Associate Professor of Marine Science for the Williams-Mystic Program: CARLTON. Visiting Assistant Professor of Marine Science for the Williams-Mystic Program: MCKENNA. Part-time Lecturer: HEINS. Part-time Instructor: MACINTIRE.

The Biology curriculum has been designed to provide students a broad base for understanding principles governing life processes at all levels, from biochemistry and cell biology to physiology to environmental biology 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 medicine and the life sciences.

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, one of which must have a laboratory associated with it.
Any one 400-level course.
Any other three courses *or* any other two courses and Chemistry 201-202.

NOTE: Independent study courses and AMS 311 (Same as Biology 231) do not fulfill the 300-level course requirement. Both WIOX 215, *Biology: Ecology of Flowering Plants*, and WIOX 216, *Biology: Evolution*, in the Williams Oxford Program qualify for major credit.

Biology

Distribution Requirement

In order to ensure that majors broaden their knowledge of biology, one of the elective courses for the major must include a 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 several semesters with two or more biology courses.

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 department, to take Biology 203 *Ecology*, Biology 204 *Animal Behavior*, and Biology 220 *Field Botany* without prerequisite. Other biology courses designed specifically for students who do not intend to take additional upper-level courses in biology include Biology 132 *Human Biology and Social Issues*, 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.

Students interested in attending graduate school in biology are advised to take organic chemistry (Chemistry 201-202).

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 prior to spring break; 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 (one 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 Chemistry 201-202).

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.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students interested in Biochemistry and Molecular Biology (BIMO) should consult the general statement under Biochemistry and Molecular Biology. Biology majors not enrolled in the BIMO Program can take Chemistry/Biology/Biochemistry 321 and 322 if they have required prerequisites.

NEUROSCIENCE

Students interested in Neuroscience should consult the general statement under Neuroscience.

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

Biology

action, membrane structure and function, energy exchange and design of metabolic systems, expression of genetic information, and cell signalling. In addition to textbook assignments, articles from the recent biological literature will be assigned and discussed.

Format: lectures/discussions/laboratory, six hours a week. Evaluation will be based on hour tests, a final exam, and weekly lab reports.

No prerequisites. *No maximum enrollment (expected: 4 sections of 45 each).*

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF, 8:30-9:45 TR, 11:20-12:35 TR

Labs: 1-4 M, T, W, R

D. LYNCH, LASKOWSKI

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: lectures/discussions/laboratory, six hours a week. Evaluation will be based on hour tests, a final exam, and weekly lab reports or paper abstracts.

Prerequisite: Biology 101. *No enrollment limit (expected: 4 sections of 45 each).*

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF, 8:30-9:45 TR, 11:20-12:35 TR

Labs: 1-4 M, T, W, R

SAVAGE, D. C. SMITH

BIOL 132(S) Human Biology and Social Issues

From reading the headlines in newspapers and magazines one gets the impression that human society is on the verge of a wondrous transformation to be brought about by the application of new biological knowledge. Can science really provide us with a future that is free of disease and social problems? Is biology the important underlying dictator of who we are and how we live our lives? Or are we more than the sum of our biological parts?

In lectures, we'll examine recent scientific advances and/or setbacks in understanding and manipulating human reproduction, development, inheritance, and health. In particular, research in the areas of the Human Genome Project, gene therapy, cloning and cancer will be explored. In addition, in discussion sections we will address the implications of this current research for individuals and for society as a whole.

Format: lectures/discussions, approximately four hours per week. Evaluation will be based on hour exams, a final exam, and participation on a discussion panel.

No prerequisites. *Closed to Biology and Chemistry majors; does not satisfy premedical requirement in biology; does not count for Biology major credit. Enrollment limit: 80 (expected: 50). Preference given to seniors, first-years, sophomores, and juniors in that order.*

Hour: 10:00-10:50 MWF

Conferences: 1:10-2:25 T, R; 2:35-3:50 T

ALTSCHULER

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 hands-on experiences with equipment used in exercise physiology, all during regular lecture hours. Evaluation will be based on exams.

No prerequisites. *Enrollment limit: 200 (expected: 150). Preference given to seniors, juniors, sophomores, and first-years in that order. Does not count for major credit in Biology.*

Hour: 9:55-11:10 TR

SWOAP

BIOL 134(F) The Tropics: Biology and Social Issues (Same as Environmental Studies 134)*

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples and cultures of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course begins with a survey of the tropical environment of humans, including major climatic and habitat features. The place of the tropics in human evolution is then covered, with treatments of recent advances in paleontology and molecular biology and their implications for human cultural diversity. The next section focuses on human population biology, and emphasizes demography and the role of disease. The final part of the course covers the place of human

Biology

societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment.

Format: lectures, three hours a week. Evaluation will be based on a midterm, a short paper, and a final exam.

No prerequisites. *Enrollment limit: 100 (expected: 80). Preference given to seniors, juniors, sophomores, and first-years in that order. Does not count for major credit in Biology.*

Hour: 10:00-10:50 MWF

J. EDWARDS

BIOL 136 Agricultural Biotechnology in Developing Economies (Same as Environmental Studies 136) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/biol/biol136.html>)

BANTA

BIOL 202(F) Genetics

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: lectures/laboratory, six hours a week. Evaluation will be based on hour exams, a final exam, laboratory reports, and problem sets.

Prerequisites: Biology 101 and 102. *No enrollment limit (expected: 85).*

Hour: 11:00-11:50 MWF

Labs: 1-4 M, T, W, R

ALTSCHULER

BIOL 203(F) Ecology (Same as Environmental Studies 203)

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, coevolution); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Format: lecture/laboratory, six hours a week. Evaluation will be based on lab reports, hour exams, and a final exam.

Prerequisites: Biology 101 and 102, or Environmental Studies 101 or 102, or permission of the department. *No enrollment limit (expected: 35).*

Required course in the Environmental Studies Program.

Satisfies distribution requirement in major.

Hour: 10:00-10:50 MWF

Labs: 1-4 M, T

SCHMIDT

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. We will concentrate upon the stimuli, responses, and internal mechanisms that maintain social systems as well as the selection pressures that drive animals toward a particular social system.

Format: lectures/laboratory, six hours a week. Evaluation will be based upon examinations, lab reports, and a research paper.

Prerequisite: Biology 102, or Psychology 101, or permission of the instructor. *Enrollment limit: 42*

Biology

(expected 32). Preference given to seniors, Biology majors, and Neuroscience concentrators.
Satisfies distribution requirement in the major.

Hour: 8:30-9:45 MWF

Labs: 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. Emphasis is placed on relationships between structure and function, mechanisms of regulation, control and integration, and adaptation to the environment. The primary focus is on vertebrate systems. 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, 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

Labs: 1-4 M, T, W

ZOTTOLI

BIOL 207(F) Biology of Conservation and Extinction (Same as Environmental Studies 217)

This course examines the application of population genetics, population ecology, community ecology, and systematics to the conservation of biological diversity. The focus of this course is on biological issues, rather than the social, legal, or political context underlying conservation decisions. Topics include historical extinctions, the genetics and demography of small populations, habitat fragmentation, the impact of invasive species, and conservation strategies.

Format: lecture/discussion, three hours per week. Evaluation will be based on three short projects and two exams.

Prerequisites: Biology 101 and 102, or Environmental Studies 101 or 102, or permission of the department. *No enrollment limit (expected: 20).*

Hour: 8:00-8:50 MWF

MORALES

BIOL 209 Biological Modeling with Differential Equations (Same as Mathematics 335) (Not offered 2001-2002; to be offered 2002-2003)

(See under Mathematics for full description.)

Prerequisite: Mathematics 105 and Biology 101 or equivalents thereof.

BIOL 211 Invertebrate Paleobiology (Same as Geosciences 212) (Not offered 2001-2002; to be offered 2002-2003)

(See under Geosciences for full description.)

Prerequisite: Biology 101, 102, or 203, or any 100-level Geosciences course.

BIOL 212(F) Introduction to Neuroscience (Same as Psychology 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: lectures, three hours a week; laboratories every other week. Evaluation will be based upon laboratory reports, a lab practical, two hour exams and a final exam.

Prerequisite: Psychology 101 or Biology 101. *Open to first-year students who satisfy the prerequisite. Enrollment limit: 144 (expected: 100). Preference given to Biology and Psychology majors. Satisfies one semester of the Division III requirement.*

ADLER and P. SOLOMON

BIOL 220(S) Field Botany and Plant Natural History (Same as Environmental Studies 220)

This field-lecture course emphasizes the evolutionary and ecological relationships among important species and plant families represented in the local and regional flora. The natural history of groups of plants and plant family characteristics are the main topics of course lectures and workshops, while field labs concentrate on identifying species and investigating their habitats. There will be one all-day field trip in addition to the regularly scheduled laboratory excursions.

Format: lectures/workshops/field trips, six hours a week.

Evaluation will be based on hour exams, field quizzes, a field project, and a final exam.

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

Labs: 1-4 M, T

J. EDWARDS

Biology

BIOL 231(F,S) Marine Ecology (Same as American Maritime Studies 311) (Offered only at Mystic Seaport.)

(See under American Maritime Studies for full description.)

Prerequisites: Biology 101 and 102 or permission of instructor.

BIOL 301(F) 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 a week. Evaluation will be based on hour exams, short papers, and a final exam.

Prerequisite: Biology 202 or permission of instructor. *No enrollment limit (expected: 20).*

Hour: 8:30-9:45 TR

Labs: 1-4 T, W

SAVAGE

BIOL 302(S) Communities and Ecosystems (Same as Environmental Studies 312)

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: lectures/laboratory, six hours a week. Evaluation will be based on lab reports, a term project with presentation, a midterm paper, and a final exam.

Prerequisite: Biology/Environmental Studies 203 or 220. *Enrollment limit: 28 (expected: 24). Preference given to Biology majors and Environmental Studies concentrators.*

Hour: 9:55-11:10 TR

Lab: 1-4 W

SCHMIDT

BIOL 303(F) Sensory Biology

How are important conditions or changes in the environment received and transduced by organisms? We will examine the molecular and cellular bases of the transduction and encoding of physical phenomena such as light, sound, and chemicals in a variety of organisms, including plants and invertebrates. We will focus on questions such as: What properties of the physical world are sensed (and which ones are ignored)? What mechanisms are used to convert physical or chemical energy into a changed biological state within a cell? What are the consequences of this changed state? How are differences in the attributes of one modality in the physical world represented by differences in molecular and cellular processes? Among the examples we will consider are: a comparison of visual structures and pigments in bacteria, plants, arthropods, molluscs, and primates; sound transduction and its musical consequences; and the olfactory system of mammals - which is able to produce a large variety of receptors specific to an individual's experience.

Format: lecture/discussion/laboratory, averaging 4 1/2 hours per week. Evaluation will be based on examinations, a paper, and a project proposal.

Prerequisite: Biology 205. *Enrollment limit: 32 (expected: 24). Preference to seniors, then to Biology majors.*

Hour: 11:20-12:35 TR

Labs: 1-4 W, R

H. WILLIAMS

BIOL 304(S) Neurobiology

This course is concerned with understanding the biology of the nervous system, focusing primarily on the cellular and molecular bases of neuronal function. Lectures will cover such topics as nerve resting and action potentials, ion channels, neurotransmitters and synapses, regulation of neuronal gene transcription and the neural correlates of behavior in organisms with simple nervous systems. Reading original research papers and discussing them constitutes an important part of the course. Some of the topics that may be covered include: transmitter release mechanisms, the biophysics of ion permeation through channels, neural development and its control, plasticity in the nervous system, and various clinical disorders. Laboratories are designed to introduce the students to modern techniques in neurobiology including intracellular recording, histochemistry, and cell culture.

Format: lectures /laboratories, six hours a week. Evaluation will be based on class participation, lab notebooks and posters, two laboratory research proposals, two hour exams and a final exam.

Biology

Prerequisites: Biology 101 and Biology 205 or Biology 212. *Enrollment limit: 30 (expected: 24). Preference given to Biology majors and Neuroscience concentrators.*

Hour: 9:55-11:10 TR

Labs: 1-4 T, R

ADLER

BIOL 305(F) Evolution

This course offers a critical review of contemporary scholarship on evolutionary biology. Topics include adaptation, speciation, coevolution, population genetics, and molecular evolution. Current problems, such as cultural evolution and sociobiology, also will be discussed. Assigned readings will be drawn from current research articles and overviews.

Format: discussions/lectures/reading in the original literature, three hours a week. Evaluation will be based on problem sets, class discussions, two exams, and four essays.

Prerequisite: Biology 202. *Enrollment limit: 36 (expected 24). Preference given to Biology majors.*

Satisfies distribution requirement in major.

Hour: 9:00-9:50 MWF

D. C. SMITH

BIOL 306(F) Advanced Molecular Genetics

This course explores the structure and function of prokaryotic and eukaryotic genes using an integrated genetic and molecular approach. Topics include: transcriptional and post-transcriptional regulation, DNA replication and repair, chromatin structure, transposable genetic elements, and genomics. A central feature of the course will be discussion of articles from the primary literature, with an emphasis on the genetic bases for a variety of cellular pathologies. Laboratory will consist of a semester-long project that incorporates site-directed mutagenesis, cloning, southern hybridization, and polymerase chain reaction.

Format: lectures/discussion/laboratory, six hours a week. Evaluation will be based on periodic exams, lab reports, class presentation, and a grant proposal.

Prerequisite: Biology 202. *Enrollment limit: 32 (expected: 24). Preference to senior and then to junior Biology majors.*

Hour: 9:55-11:10 TR

Labs: 1-4 W, R

BANTA

BIOL 308 Plant Growth and Development (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/biol/biol308.html>)

LASKOWSKI

BIOL 309(S) Mammalian Molecular Physiology

This discussion-based course is an advanced physiology course that examines mammalian organ function at the molecular level. Important proteins and biochemical events that dictate subcellular and cellular processes will be discussed for many organ systems. Material will be presented and discussed in the context of the molecular basis of pathophysiological states of human disease. Topics will include numerous genetic predispositions and diseases including Type II diabetes, hypertension, and obesity. Lectures (once per week) will be derived from textbooks and original literature. Student-led discussions (twice per week) will come from the original literature.

Format: lectures/discussions, three hours a week.

Evaluation will be based on hourly exams, short papers, and a final exam.

Prerequisite: Biology 202, 205 or permission of instructor. *Enrollment limit: 40 (expected: 20). Preference given to Biology majors.*

Satisfies distribution requirement in major.

Hour: 8:00-8:50 MWF

SWOAP

BIOL 313(S) Immunology

The immune response is a defense mechanism comprised of a complex network of interacting molecules and cells which function to 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 current literature.

Format: lectures, three hours a week; laboratory: three hours every other week. Evaluation will be based on two hour exams, a comprehensive final exam, a comprehensive lab report, and a research paper.

Prerequisite: Biology 202. *Enrollment limit: 40 (expected: 40). Preference given to seniors and Biology majors and BIMO concentrators.*

Hour: 8:30-9:45 TR

Lab: 1-4 T, W

RAYMOND

BIOL 315(S) Microbiology: Diversity, Cellular Physiology, and Interactions

The alarming spread of antibiotic resistant bacteria is but one of the reasons for the renewed emphasis on the biology of microorganisms. This course will examine microbes from the perspectives of cell structure and function, genetics, and evolution. A major theme will be the adaptation of bacteria as they evolve to fill specific ecological niches, with an emphasis on microbe: host interactions that

Biology

lead to pathogenesis. We will consider communication among bacteria as well as between bacteria and their environment. Topics include: microbial development, stress response, bioremediation, bacteriophages, and genomics. In the lab, we will examine the regulation of bacterial gene expression, horizontal gene transfer, the isolation and characterization of bacteria from natural environment, and the use of recombinant DNA techniques to study bacterial membrane proteins. Readings will be supplemented by articles from the primary literature.

Evaluation will be based on two exams, a paper, lab reports, and a presentation.

Prerequisites: Biology 202. *Enrollment limit: 32 (expected: 24). Preference given to junior and then to senior Biology majors.*

Hour: 9:00-9:50 MWF

Labs: 1-4 T, R

BANTA

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: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on three hour exams, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Chemistry 202 and Biology 101. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Labs: 1-5 W, R

LOVETT

BIOL 322(S) Biochemistry II—Metabolism (Same as Chemistry 322 and Biochemistry and Molecular Biology 322)

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: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on quizzes, an hour exam, a final exam, and performance in the laboratories including lab reports.

Prerequisites: Chemistry 202 and Biology 101. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 9:55-11:10 TR

Labs: 1-4 W, R

D. LYNCH

BIOL 333 The Ecology of Biological Resources (Same as Environmental Studies 333) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/biol/biol333.html>)

ART

BIOL 402T(S) Current Topics in Ecology (Same as Environmental Studies 404T)+

This tutorial will deal with current issues in ecology at the community and ecosystem levels. The first half of the tutorial will explore facets of community ecology such as the impacts of invasions of exotic organisms into native ecosystems; critical area size, fragmentation, and other biogeographic issues in conservation biology; and usual, short-distance versus unusual long-distance dispersal mechanisms for various organisms. The second half of the tutorial will concentrate on ecosystem-level issues such as maximum versus optimum harvesting rates in human-dominated biospheric processes and the global implications of rates of change in environmental variables.

Evaluation will be based on written tutorial assignments, oral presentations, tutorial papers, and discussion participation.

Biology

Prerequisite: Biology/Environmental Studies 203 *or* Biology 204 (*Animal Behavior*). *Enrollment limit: 12 (expected: 12). Preference given to senior Biology majors.*
Satisfies distribution and senior requirements in major.
Hour: 8:30-9:45 MWF

MORALES

BIOL 410 Developmental Mechanism and Evolution (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/biol/biol410.html>)

SAVAGE

BIOL 411(F) Plasticity in the Nervous System

The ability to respond to environmental stimuli and to adapt to change is fundamental to all aspects of higher cognitive function. Processes as diverse as learning and memory, the development of alternative neuronal pathways during recovery from trauma, the acquisition of pharmacological tolerance and the recognition of olfactory cues in maternal/newborn bonding all depend upon such neuronal plasticity. This course will consider a variety of short-term and long-term plastic phenomena in the nervous system, focusing on the underlying cellular and molecular mechanisms. Specific topics may include plasticity of synaptic function (e.g., LTP in the hippocampus and its possible relevance to memory, cellular correlates of habituation and sensitization in *Aplysia*), plasticity during development (neurite outgrowth, plasticity of neuronal phenotype, the acquisition of excitability) and plasticity under various pathological conditions (kindling and epilepsy, drug addiction, response to injury). The class will emphasize reading and criticism of articles in the primary literature.

Format: discussions, three hours a week. Evaluation will be based on class participation and several short papers.

Prerequisites: Biology 202 and Biology 205 *or* Biology 212. *Enrollment limit: 2 sections of 12 each (expected: 2 section of 8 each). 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

ZOTTOLI

BIOL 412(S) Biochemical Regulatory Mechanisms

All biological systems are subject to regulation; in recent years, we have come to understand a great deal about a wide range of regulatory systems. This course, which will explore the biochemical mechanisms by which regulatory molecules control cellular processes, is designed to provide a synthetic view of regulatory events in the living cell. Topics will include the cell cycle; cell signaling; mechanisms of action of regulatory molecules; and the molecular mechanisms of cancer, with the aim of describing cancer as a derangement of normal regulatory events that control cell growth, division, and differentiation. Class discussions will focus on readings in the original literature.

Format: discussions, three hours a week. Evaluation will be based on class participation and short papers.

Prerequisite: Biology 202. *Enrollment limit: 2 sections of 12 each (expected: 2 sections of 12 each). 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

LASKOWSKI

BIOL 413(F) 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: discussions: three hours a week. Evaluation will be based on class participation and several short papers.

Prerequisite: Biology 202. *Enrollment limit: 2 sections of 12 each (expected: 2 sections of 12 each). 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

DEWITT

Biology, Chemistry

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 course requirements for the major.

BIOL 493(F,S)-494(F,S)-W031 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.

BIOL 397(F), 398(S) Independent Study—Junior year

BIOL 497(F), 498(S) Independent Study—Senior year

CHEMISTRY (Div. III)

Chair, Professor DAVID P. RICHARDSON

Professors: R. CHANG, L. KAPLAN, LOVETT, D. RICHARDSON, THOMAN. Professor Emeritus: MARKGRAF. Associate Professors: PEACOCK-LÓPEZ, L. PARK***. Assistant Professors: CHIHADÉ, KOEHLER, SCHOFIELD***, T. SMITH*. Senior Lecturer: A. SKINNER. Part-time Lecturer: MACINTIRE.

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, organic 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.

The Chemistry Department curriculum and major requirements will change beginning in the fall of the 2001-2002 academic year. First year students or sophomores who plan to begin a chemistry major, or who simply want to take introductory chemistry courses, should consult the section below entitled "New Curriculum" to make course selections. Students who have already begun a chemistry major, or who are completing introductory courses, are subject to somewhat different requirements and should consult the table on page 117 entitled "Former Curriculum" to make course selections. Questions about meeting major requirements in either curriculum structure should be made directly to the Department Chair.

NEW CURRICULUM—(Applies to students taking their first chemistry courses during Fall 2001 or later.)

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 or 366 Physical Chemistry^e: Structure and Dynamics or Thermodynamics

- 364 Instrumental Methods of Analysis
- 367 Biophysical Chemistry

*Elective Courses**Advanced Level^f*

- 321 Biochemistry I-Structure and Function of Biological Molecules
- 322 Biochemistry II-Metabolism
- 324 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
- 368 Quantum Chemistry and Molecular Spectroscopy
- 426 Topics in Biochemistry and Molecular Biology
- 436T Bioinorganic Chemistry
- 441T Heterocyclic Chemistry
- 464T A Theoretical Approach to Biological Phenomena

Independent Research Courses

- 393, 394 Junior Research and Thesis
- 397, 398 Independent Study, for Juniors
- 493-W031-494 Senior Research and Thesis
- 497, 498 Independent Study, for Seniors

^aStudents begin the major in the first year with either Chemistry 151 or 153 (based upon placement test results and consultation with the chair). Students with outstanding performance on the College Board Chemistry Advanced Placement Test or the International Baccalaureate Exam, and having consulted with the chair, may begin the major with Chemistry 155 and will place out of Chemistry 256. The first year is completed with Chemistry 156. In the second year at the introductory level, students take either Chemistry 251 or 255 and Chemistry 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.

^fThe 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 426, Chemistry 436T, Chemistry 464T (Students interested in biochemistry should consult with Mr. Kaplan, Mr. Chihade, or Mr. Lovett.)

Organic Chemistry: Chemistry 324, Chemistry 341, Chemistry 342, Chemistry 344, Chemistry 441T (Students interested in organic chemistry should consult with Mr. Chihade, 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. Chang, Ms. Koehler, Mr. Peacock-López, or Mr. Thoman. Students interested in inorganic chemistry should consult with Ms. Park or Mr. Schofield. Students interested in materials science should consult with Ms. Park.)

The Chemistry major provides excellent preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, medicine, and the medical sciences.

Chemistry

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, 426.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students interested in Biochemistry and Molecular Biology should consult the general statement under Biochemistry and Molecular Biology in the Courses of Instruction.

MATERIALS SCIENCE

Students interested in Materials Science are encouraged to elect courses from the Materials Science cluster offered jointly with the Physics Department, and should consult the information on page 229 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.

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 Fighting Disease: The Evolution and Operation of Human Medicines (See Chemistry 121 under "Former Curriculum" for full description.) (*Not offered 2001-2002*)

CHEM 113(F) Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science (See under "Former Curriculum" for full description.)

CHEM 115(S) AIDS: The Disease and Search for a Cure (See under "Former Curriculum" for full description.)

CHEM 119 Chemistry for the Consumer in the Twenty-First Century (See under "Former Curriculum" for full description.) (*Not offered 2001-2002*)

COURSES WITH PREREQUISITES

CHEM 151(F) Concepts of Chemistry

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 the chemical sciences 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: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on homework assignments, laboratory work, 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(F) or 101—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

Labs: 1-5 M, T, W, R; 8-12 T

THOMAN

CHEM 153(F) Concepts of Chemistry: Advanced Section

This course parallels CHEM 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 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: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on homework assignments, laboratory work, hour tests, and a final exam.

Prerequisites: placement exam administered during First Days and permission of the instructor. *No enrollment limit (expected: 24).*

Hour: 9:00-9:50 MWF

Labs: 1-5 M, T

L. PARK

CHEM 155(F) Current Topics in Chemistry

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, molecular modeling.

Format: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on homework assignments, laboratory work, hour tests, and a final exam.

Prerequisites: placement exam administered during First Days and permission of the instructor. *No enrollment limit (expected: 12).*

Hour: 9:55-11:10 TR

Lab: 1-5 W

SCHOFIELD and R. CHANG

CHEM 156(S) Organic Chemistry: Introductory Level

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-

Chemistry

reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

Format: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on three hour exams, problem sets, laboratory performance, including written lab reports, and a final exam. Prerequisite: Chemistry 151 or 153 or 155 or placement exam or permission of instructor. *No enrollment limit (expected: 120).*

Hour: 9:00-9:50 MWF

Labs: 1-5 M, T, W, R; 8-12 T

D. RICHARDSON

CHEM 251 Organic Chemistry: Intermediate Level (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem251.html>)

CHEM 255 Organic Chemistry: Intermediate Level—Special Laboratory Section (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem255.html>)

CHEM 256 Foundations of Physical and Inorganic Chemistry (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem256.html>)

CHEM 321(F) Biochemistry I—Structure and Function of Biological Molecules (See under “Former Curriculum” for full description.)

CHEM 322(S) Biochemistry II—Metabolism (See under “Former Curriculum” for full description.)

CHEM 324 Enzyme Kinetics and Reaction Mechanisms (See Chemistry 310 under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

CHEM 332 Materials Science: The Chemistry and Physics of Materials (See Chemistry 318 under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

CHEM 335 Inorganic/Organometallic Chemistry (See Chemistry 305 under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

CHEM 341 Toxicology and Cancer (See Chemistry 308 under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

CHEM 342 Synthetic Organic Chemistry (See Chemistry 303 under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

CHEM 344 Physical Organic Chemistry (See Chemistry 311 under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

CHEM 361 Physical Chemistry: Structure and Dynamics (See Chemistry 302 under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

CHEM 364 Instrumental Methods of Analysis (See Chemistry 304 under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

CHEM 366 Physical Chemistry: Thermodynamics (See Chemistry 301 under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

CHEM 367 Biophysical Chemistry (See Chemistry 306 under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

CHEM 368 Quantum Chemistry and Molecular Spectroscopy (See Chemistry 401 under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

CHEM 426 Topics in Biochemistry and Molecular Biology (See Chemistry 406 under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

CHEM 436T Bioinorganic Chemistry (See Chemistry 316T under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

CHEM 441T Heterocyclic Chemistry (See Chemistry 312T under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

CHEM 464T A Theoretical Approach to Biological Phenomena (See Chemistry 314T under “Former Curriculum” for full description.) (*Not offered 2001-2002*)

RESEARCH AND THESIS COURSES

CHEM 393(F), 394(S) Junior Research and Thesis**CHEM 493(F)-W031-494(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.

FORMER CURRICULUM—(*Applies to students who have taken Chemistry 101, 102/106 or 103-104/108*)*Required Courses**Introductory Level*^a

101, 102/106 (or 103-104/108) Concepts of Chemistry

Intermediate Level^b

201-202 Organic Chemistry

and either

301, 302^c Physical Chemistry: Thermodynamics, Structure and Dynamics

or

301, 310^d Physical Chemistry: Thermodynamics, Enzyme Kinetics and Reaction Mechanisms

or

306 Physical Chemistry: A Biochemical Approach

*Elective Courses**Advanced Level*^e

303 Synthetic Organic Chemistry

304 Instrumental Methods of Analysis

305 Inorganic/Organometallic Chemistry

308 Toxicology and Cancer

310 Enzyme Kinetics and Reaction Mechanisms

311 Physical Organic Chemistry

312T Heterocyclic Chemistry

314T A Theoretical Approach to Biological Phenomena

316T Bioinorganic Chemistry

318 Materials Science: The Chemistry and Physics of Materials

321 Biochemistry I—Structure and Function of Biological Molecules

322 Biochemistry II—Metabolism

401 Quantum Chemistry and Molecular Spectroscopy

406 Topics in Biochemistry and Molecular Biology

Independent Research Courses

393, 394 Junior Research and Thesis

397, 398 Independent Study, for Juniors

493-W031-494 Senior Research and Thesis

497, 498 Independent Study, for Seniors

^aBased on an outstanding performance on the College Board Chemistry Advanced Placement Test, and having consulted with the chair, a first-year student may gain credit toward the major for 101, 102 and elect Chemistry 201-202 or 301, 302 directly.

^bWhile the organic chemistry courses are normally elected before the physical chemistry courses, the order may be reversed. The organic chemistry courses and the physical chemistry courses may also be elected concurrently.

^cChemistry 301 is a prerequisite for Chemistry 302. Chemistry 301, 302 are strongly recommended for anyone considering graduate study in chemistry.

^dChemistry 301, 310 are strongly recommended for anyone considering graduate study in biochemistry.

Chemistry

*The 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 303, Chemistry 308, Chemistry 310, Chemistry 311, Chemistry 314T, Chemistry 321, Chemistry 322, Chemistry 406 (Students interested in biochemistry should consult with Mr. Kaplan, Mr. Chihade, or Mr. Lovett.)

Organic Chemistry: Chemistry 303, Chemistry 310, Chemistry 311, Chemistry 312T, Chemistry 313 (Students interested in organic chemistry should consult with Mr. Chihade, Mr. Markgraf, Mr. Richardson, or Mr. Smith.)

Physical and Inorganic Chemistry: Chemistry 304, Chemistry 305, Chemistry 313, Chemistry 314T, Chemistry 316T, Chemistry 318, Chemistry 401 (Students interested in physical chemistry should consult with Mr. Chang, Ms. Koehler, Mr. Peacock-López, or Mr. Thoman. Students interested in inorganic chemistry should consult with Ms. Park or Mr. Schofield. Students interested in materials science should consult with 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 301, 302, 304, 305, and 321 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 nonmajors. 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: 101, 102 (103-104), 201-202, 301, 302, 304, 305, 493-494; and at least two courses from 303, 311, 321, 322, 401, 406.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students interested in Biochemistry and Molecular Biology should consult the general statement under Biochemistry and Molecular Biology in the Courses of Instruction.

MATERIALS SCIENCE

Students interested in Materials Science are encouraged to elect courses from the Materials Science cluster offered jointly with the Physics Department, and should consult the information on page 229 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.

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 staff. 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 113(F) Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science

In this course, designed for students who do not plan to major in the natural sciences, we use a case-oriented approach to explore selected topics of forensic science. These include: (1) the scientific and technological foundation for the examination of physical, chemical, and biological items of evidence, and (2) the scope of expert qualifications and testimony, the legal status of scientific techniques, and the admissibility of the results in evidence. The analysis of trace evidence, including glass, soil, gunpowder residues and bullet fragments, and inorganic and heavy metal poisons are discussed through an understanding of the basic concepts of chemistry and analytical chemistry. Forensic toxicology and pharmacology are applied to the analysis of alcohol, poisons, and drugs based upon the principles of organic chemistry and biochemistry. The characterization of blood and other body fluids necessitate an understanding of serology and molecular genetics. The cases which stimulate the exploration of these areas include: the John and Robert Kennedy assassinations, the Jeffrey MacDonald case (*Fatal Vision*), the Wayne Williams case, the deaths of celebrities Marilyn Monroe, John Belushi, and Janis Joplin, the authenticity of the Shroud of Turin, the Lindbergh baby kidnapping, the Tylenol poisonings, and the identity of Anastasia.

An interactive laboratory program provides an appreciation of scientific experimentation in general and the work of a crime lab in particular. It includes an analysis of evidence collected at various crime scenes and provides an opportunity to learn forensic techniques such as chromatography (for ink, drug, and fire accelerant analysis), spectroscopy (for alcohol and drug analysis), and electrophoresis (for DNA fingerprinting).

This course is designed for the non-science major who does not intend to pursue a career in the natural sciences.

Format: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on problem sets, and/or quizzes, hour tests, a final exam, and laboratory performance.

No prerequisites. *Enrollment limit: 45 (expected: 45).*

Hour: 11:00-11:50 MWF

Labs: 1-5 M, T, W

L. KAPLAN

CHEM 115(S) AIDS: The Disease and Search for a Cure

Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus than perhaps any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has now waned and HIV strains that are resistant to drug therapies are common. We are now nearly two decades into the AIDS pandemic and the World Health Organization estimates that there are now 59 million HIV-infected persons worldwide.

We examine the molecular biology of the HIV virus, the molecular targets of anti-HIV drugs, and the prospects for a cure. We discuss the origin, epidemiology and modes of transmission of HIV-1 and HIV-2, and look at how HIV-1 interacts with the human immune system. We also discuss both old and new methods of vaccine development and the prospects for making an effective AIDS vaccine.

This course is designed for the non-science major who does not intend to pursue a career in the natural sciences.

Chemistry

Format: lectures, three hours a week. Evaluation is based on problem sets, two hour tests, quizzes, and a final exam.

No prerequisites. *No enrollment limit (expected: 50).*

Hour: 11:00-11:50 MWF

LOVETT

CHEM 119 Chemistry for the Consumer in the Twenty-First Century (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem119.html>)

CHEM 121 Fighting Disease: The Evolution and Operation of Human Medicines (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem121.html>)

COURSES WITH PREREQUISITES

CHEM 201(F)-202(S) Organic Chemistry

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 comprises the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The coordinated laboratory work includes organic synthesis, structure-reactivity studies, and the identification of unknown compounds.

Format: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on three hour exams, problem sets, laboratory performance, including written lab reports, and a final exam.

Prerequisites: Chemistry 101, 102/106 (103-104/108) or placement exam or permission of instructor. *No enrollment limit (expected: 75).*

Hour: 10:00-10:50 MWF

Labs: 1-5 M, T, W, R; 8-12 T

First Semester: D. RICHARDSON

10:00-10:50 MWF

Labs: 1-5 M, T, W, R; 8-12 T

Second Semester: CHIHADÉ

CHEM 301, 302, and 306 Physical Chemistry

The following three courses provide a thorough introduction to physical chemistry. Students who wish to explore the physical aspects of chemistry in greater depth than provided by 306 are urged to consider 301, 302. This pattern of course elections is particularly appropriate for those students who have taken Chemistry 103-104/108.

The focus of thermodynamics in 301 makes this course of special interest to students considering careers in biochemistry, biology, geology, engineering, and physics. First-year students, sophomores, and other students not meeting the formal prerequisites listed below, but who possess the basic skills provided by those courses, may register for 301 with the instructor's approval.

CHEM 301(F) 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 thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, and environmental science.

Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Format: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on problem sets, laboratory work, two hour tests, and a final exam.

Prerequisites: Chemistry 101, 102/106 (103-104/108), 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: 8:30-9:45 TR

Labs: 1-5 M, W

PEACOCK-LÓPEZ

CHEM 302(S) 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, enzyme kinetics, 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: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on problem sets, laboratory work, two hour tests, and a final exam.

Prerequisite: Chemistry 301. *No enrollment limit (expected: 10).*

Hour: 8:30-9:45 TR

Labs: 1-5 M, W

PEACOCK-LÓPEZ

CHEM 303 Synthetic Organic Chemistry (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem303.html>)

CHEM 304(S) Instrumental Methods of Analysis (Same as Environmental Studies 304)

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: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on problem sets, laboratory work, two hour tests, and a final exam.

Prerequisites: Chemistry 201-202. *No enrollment limit (expected: 15).*

Hour: 11:00-11:50 MWF

Lab: 1-5 R

THOMAN

CHEM 305(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: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on problem sets, laboratory work, two hour exams, and a final exam.

Prerequisites: Chemistry 201-202 or 301, 302. *No enrollment limit (expected: 10).*

Hour: 11:00-11:50 MWF

Lab: 1-5 R

SCHOFIELD

CHEM 306(S) Physical Chemistry: A Biochemical Approach

This course is designed to introduce the principles of physical chemistry to students primarily interested in the biochemical, biological, or medical professions. Topics of physical chemistry are presented from the viewpoint of their applications to biochemical problems. Included are discussions of thermodynamics and biochemical energetics, properties of solutions and electrolytes, electrochemical cells and biological oxidation-reduction systems, chemical and enzyme kinetics and mechanisms, and spectroscopic analysis of biochemical systems.

Format: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on problem sets, laboratory work, two hour tests, and a final exam.

Prerequisites: Chemistry 101, 102/106 (103-104/108), and Mathematics 104 or equivalent. *No enrollment limit (expected: 10).*

Hour: 8:30-9:45 TR

Lab: 1-5 T

L. KAPLAN

CHEM 308 Toxicology and Cancer (Same as Environmental Studies 328) (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem308.html>)

CHEM 310(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

Chemistry

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: lectures, three hours a week. Evaluation is based on problem sets, quizzes, a midterm exam, a paper, and a final exam.

Prerequisites: Chemistry 201-202. *No enrollment limit (expected: 15).*

Hour: 9:00-9:50 MWF

LOVETT

CHEM 311(F) 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: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on problem sets, two hour tests, laboratory work, and a final exam.

Prerequisites: Chemistry 201-202. *No enrollment limit (expected: 15).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M

CHIHADÉ

CHEM 312T(S) Heterocyclic Chemistry

The organic chemistry of heterocyclic compounds containing N, O, and/or S atoms is presented. The principal topics include the preparation, physical properties, and reactivity of five- and six-membered ring systems. Total syntheses of biologically-active natural products containing heterocyclic units are discussed.

The instructor sets the topic for the weekly meetings. All students are responsible for the readings and problem sets, which are based on research journals, monographs, and advanced-level textbooks. Two students give forty-five-minute oral presentations; the other students are responsible for queries, amplification, and problem sets.

Format: tutorial. Evaluation is based on quality of presentations, class participation, problem sets, and a term paper on the total synthesis of a complex natural product. There are no written exams.

Prerequisites: Chemistry 201-202. *Enrollment limit: 4 (expected: 4).*

Hour: 7:00-9:30 p.m. M

TBA

CHEM 314T(F) A Theoretical Approach to Biological Phenomena

This course focuses on the application of physicochemical theoretical methods to biophysical and biochemical systems. The basis of the classical theoretical models, as well as new theoretical approaches to biological phenomena are discussed. The predictions of these theoretical models are compared to the results obtained by experiment. The topics include a thermodynamic approach to biochemical reactions and bioenergetics; receptor-mediated endocytosis; nonequilibrium kinetics of concentrated enzyme solutions; analysis of the differences between direct transfer and diffusional transfer of metabolites; and mathematical immunology, with an emphasis on the complement system.

After an initial meeting of all students, groups of two students meet with the instructor weekly for fifty minutes where one student gives an oral presentation. Both students are responsible for readings and written solutions to assigned problems based on advanced-level textbooks, review articles, and research journals. The last week is devoted to the presentation of final projects.

Format: tutorial. Evaluation is based on the quality of presentations, class participation, written essays, solutions to problems, and an oral final exam.

Prerequisites: Chemistry 301 or 306 *and* a basic knowledge of applied mathematics as provided by Mathematics 210 and 211 *and* permission of the instructor. *Enrollment limit: 8 (expected: 5).*

Hour: 8:00-8:50 MWF

PEACOCK-LÓPEZ

CHEM 316T Bioinorganic Chemistry (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem316.html>)

CHEM 318(F) Materials Science: The Chemistry and Physics of Materials (Same as Physics 318)

Materials Science is a broad study of the physical properties of substances, such as hardness, elasticity, electrical conductivity, and optical properties. This course investigates the relationship between microscopic structure and macroscopic properties of polymers (plastics, elastomers, liquid crystals), electronic materials (semiconductors, conducting polymers, and superconductors) and solids (metals, magnets, ceramics, minerals, and glasses). We approach these topics from both physical and chemical perspectives, reflecting the interdisciplinary nature of the field. For instance,

we explore how the underlying structure of materials arises from quantum mechanics and how temperature determines collective response properties such as elasticity or conductivity. This course also studies the design of new materials and their synthesis at the molecular level.

Format: lectures, three hours a week. Evaluation is based on weekly problem sets, reviews of research articles, one hour exam, and a final exam.

Prerequisites: one year of introductory Chemistry (101,102 or 103-104), one year of introductory Physics (131,132 or 141,142), and one 200-level course in either Chemistry or Physics; *or* permission of instructors. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

L. PARK

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 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: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on three hour exams, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Chemistry 202 and Biology 101. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

Labs: 1-5 W, R

LOVETT

CHEM 322(S) Biochemistry II—Metabolism (Same as Biology 322 and Biochemistry and Molecular Biology 322)

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: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on quizzes, an hour exam, a final exam, and performance in the laboratories including lab reports.

Prerequisites: Chemistry 202 and Biology 101. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 9:55-11:10 TR

Labs: 1-5 W, R

D. LYNCH

CHEM 401(F) 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: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on problem sets, laboratory work, an hour test, and a final exam.

Prerequisites: Chemistry 301, 302 or equivalent background in physics. *No enrollment limit (expected: 5).*

Hour: 12:00-12:50 MWF

Lab: 1-5 T

KOEHLER

CHEM 406 Topics in Biochemistry and Molecular Biology (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem406.html>)

Chemistry, Classics

RESEARCH AND THESIS COURSES

CHEM 393(F), 394(S) Junior Research and Thesis

CHEM 493(F)-W031-494(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 MEREDITH C. HOPPIN (First Semester)

Chair, Associate Professor KERRY A. CHRISTENSEN (Second Semester)

Professors: FUQUA***, HOPPIN***, Harry C. Payne Visiting Professor of Liberal Arts: PORTER.
Associate Professor: CHRISTENSEN. Assistant Professors: KRAUS, PANOUSI.

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 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 one language 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*), Political Science/Philosophy 231 (*Ancient Political Thought*), 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 twice each semester during the senior year. The meetings focus on critical readings in Classics, often in conjunction with a guest lecturer's visit.

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. This thesis or independent study offers students an 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 these courses through the 200 level reflects the prerequisites involved; the only prerequisite for any 400-level course is Greek 202 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 Greek Literature (Same as Comparative Literature 107) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clas/clas101.html>)

CLAS 102(F) Roman Literature (Same as Comparative Literature 108)

Modern fascination with the ancient Romans may be due in no small measure to modern assumptions about the enduring influence of their civilization on our own. The very real continuities between our distant cultures are certainly due in large part to the enormous impact of Roman on European literature. Yet continuity is counterbalanced by significant cultural differences that are often overlooked in representations of ancient Rome in today's literature, film, and television. We will read a variety of Roman literary works in translation—epic, satire, lyric poetry, oratory, philosophy, historiography, and drama—with an aim to both appreciating them as literature and gaining a deeper understanding of Roman culture and society. Since a number of Roman authors were also important figures in Roman political life, we are in an unusually good position to analyze how Roman literature delineates and deploys cultural ideals, power structures, class hierarchies, political ideology, religious beliefs, categories of sex, gender and difference, and the relationship between the individual and the state. Readings from Plautus, Terence, Lucretius, Cicero, Caesar, Catullus, Vergil, Horace, Ovid, Seneca, Tacitus, Suetonius, and Apuleius will be supplemented by critical essays and by movies (e.g., *A Funny Thing Happened on the Way to the Forum*, *Gladiator*).

Format: lecture/discussion. Evaluation will be based on classroom participation, one or two short essays, and midterm and final exams.

No prerequisites. *Enrollment limit: 35 (expected: 35). Open to first-year students.*

Hour: 1:10-2:25 MR

PANOUSI

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, at least two comedies of Aristophanes, and probably an example or two of New Comedy (Menander, Plautus, or Terence). But it includes also a number of contemporary plays based on ancient myth or ancient models (Anouilh's *Eurydice* and *Antigone*; Cocteau's *Orpheus*; Sartre's *The Flies*; Williams' *Orpheus Descending*; Eliot's *Family Reunion*, etc.) as well as Homer's *Odyssey* and a few other readings, both ancient and modern, from outside drama. Though we shall read the ancient plays closely, our specific focus will be less on drama per se than on themes of transformation and renewal as they occur in myth, cult, drama, and other literature of all periods. In keeping with this theme, students will be encouraged not only to develop critical and analytic sophistication in dealing with these various materials but also to create their own transformations of ancient myth

Classics

and ancient models, in whatever medium they choose.

Format: lecture/discussion. Evaluation will be based on contributions to class discussion, a 5-10 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. In the past, students have frequently chosen to prepare some sort of dramatic performance for the class (e.g., of one of the works we have read, or an original work by the students themselves, etc.).

No prerequisites. *Open to first-year students. Enrollment limit: 25 (expected: 15-20). Priority given to first- and second-year students and to Theatre students.*

Hour: 11:20-12:35 TR

PORTER

CLAS 201 Reading the Hebrew Bible (Same as Comparative Literature 201 and Religion 201) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clas/clas201.html>)

KRAUS

CLAS 203 Introduction to Judaism (Same as Religion 203) (Not offered 2001-2002)

(See under Religion for full description.)

This course normally does not count toward the major in Classics.

CLAS 207 Biblical Interpretation in Classical Antiquity (Same as Comparative Literature 207 and Religion 207) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clas/clas207.html>)

KRAUS

CLAS 208 The Hellenistic World and the Emergence of Rabbinic Judaism (Same as Religion 208) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clas/clas208.html>)

KRAUS

CLAS 213 Greek Art and Myth (Same as Arth 213) (Not offered 2001-2002; to be offered 2002-2003)

(See under Art—Arth for full description.)

CLAS 216 Body of Evidence: Greek Sculpture and the Human Figure (Same as Arth 216)

(Not offered 2001-2002; to be offered 2002-2003)

(See under Art—Arth for full description.)

CLAS 221 Greek Philosophy (Same as Philosophy 221) (Not offered 2001-2002)

(See under Philosophy for full description.)

CLAS 222 (formerly 216) Greek History (Same as History 222) (Not offered 2001-2002)

(See under History for full description.)

CLAS 223(S) (formerly 218) Roman History (Same as History 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

CLAS 239 Women in Greece and Rome (Same as History 322) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clas/clas239.html>)

CLAS 274 Women's Religious Experiences in the Ancient Mediterranean World (Same as Religion 274) (Not offered 2001-2002)

(See under Religion for full description.)

CLAS 280(F) Myth (Same as Anthropology 280 and INTR 280)

(See under INTR 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 by 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

8:30-9:45 MWF

First Semester: PORTER

Second Semester: KRAUS

CLGR 201(F) Intermediate Greek I

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.

Prerequisites: Greek 101-102 or two years of Greek in secondary school. *Enrollment limit: 12 (expected: 5-10).*

Hour: 11:00-12:15 MWF

KRAUS

CLGR 202(S) Intermediate Greek II

Like Greek 201, this course pairs archaic poetry with classical prose, and it continues to develop some of the themes and methods introduced the previous semester. We will read selections from Homer (either the *Iliad* or the *Odyssey*) and Herodotus (his account, composed later in the fifth century, of the wars between Greeks and Persia fought near the beginning of that century). We will continue to review grammar and to develop fluency in reading Greek but will put greater emphasis than in Greek 201 on analysis and interpretation of the texts.

Format: recitation/discussion. Evaluation will be based on preparation for each class, classroom participation, quizzes, a midterm and a final exam. Several oral presentations and short essays may be required as well.

Prerequisite: Greek 201 or permission of the instructor. *Enrollment limit: 12 (expected: 5-10).*

Hour: 8:30-9:45 MWF

PANOUSI

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 *Iliad* 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.

Prerequisite: Greek 202 or permission of the instructor. CLGR 402 is offered alternately as a course

Classics

on the *Iliad* and the *Odyssey*. Students who have taken CLGR 402 on the *Odyssey* may elect this course as well.

Enrollment limit: 12 (expected: 5-10).

Hour: 2:35-3:50 TR

PORTER

CLGR 403(F) Greek Lyric Poetry

From the archaic period until well into the fifth century, lyric poetry was probably the single most important type of poetic expression in the Greek world. This rich and diverse poetry addressed a broad range of issues, from problems posed by traditional aristocratic ideals to questions about gender roles. While engaging in close reading of individual poems, we will pursue some of the issues that lyric poetry raises for the cultural and intellectual history of Greece in one of its most dynamic periods of social and political change. Readings in Greek, including the poetry of Archilochus, Tyrtaeus, Solon, Sappho, Ibycus, Anacreon, and Simonides, will be supplemented by modern critical discussions and interpretive essays. The course will also consider issues raised by translation and Greek metrical forms.

Format: recitation/discussion. Evaluation will be based on reports and short essays that will be prepared on a regular basis throughout the semester, classroom performance, and a final exam.

Prerequisite: Greek 202 or permission of the instructor. *Enrollment limit: 12 (expected: 5-10).*

Hour: 1:10-2:25 TF

FUQUA

CLGR 404 Greek Tragedy (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clgr/clgr404.html>)

CLGR 405 The Greek Historians: Herodotus (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clgr/clgr405.html>)

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

First Semester: PANOUSI

11:00-11:50 MWF

Second Semester: KRAUS

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.

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.

Prerequisite: 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

FUQUA

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 202, 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.

Prerequisite: Latin 201 or permission of the 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: 9:55-11:10 TR

KRAUS

CLLA 402(F) Literature of the Republic

What can the remains of early Latin tell us about the Romans and their neighbors in Italy before the heady days of the late Republic and the Augustan age? What Latin(s) and other languages did the Romans of the early- and middle-Republic speak, or regularly hear being spoken? Why did a Latin literature emerge quite suddenly in the mid-third century, like Minerva springing fully armed from Jove's head? Why was so much early Latin literature written by people whose native language was not Latin? How did the Latin language and its literature change between the early and late Republic, and how do these changes provide evidence for a complex "multicultural" society and for momentous changes in that society during the same period? These are some of the questions we will address as we read a variety of texts: early Latin inscriptions, fragments from literary giants like Livius Andronicus, Naevius, Ennius, Lucilius, and Cato, and selections from the comedies of Plautus and Terence, including a complete comedy by one of these playwrights. For purposes of comparison, we will occasionally read short selections from later Latin poetry and prose.

Format: recitation/discussion. Evaluation will be based on quality of preparation for each class, several oral presentations and/or short essays, and midterm and final exams.

Prerequisite: Latin 202 or permission of the instructor. *Enrollment limit: 12 (expected: 8).*

Hour: 2:35-3:50 MR

HOPPIN

CLLA 403 Roman Love Elegy (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clla/clla403.html>)

CLLA 404 Vergil's Aeneid (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clla/clla404.html>)

CLLA 405 The Roman Historians: Livy and Tacitus (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clla/clla405.html>)

CLLA 406 Horace Odes 1-3 (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clla/clla406.html>)

CLLA 407(S) The Rhetoric of Cruelty

In no other period did the tensions and ambiguities inherent in Roman society manifest themselves more acutely than in the first and early second century C.E., Rome's "Silver Age." It was frequently a violent and cruel period in which absolute power could be exercised with a malignancy rarely plied since. Yet this age also produced a literature often marked by profound humanity and by an inventiveness comparable to that of the "Golden Age" a century before. The goal of this course is to gain some insight into the paradoxes of this period. Reading selections in Latin and sometimes English from authors like Pliny the Younger, Seneca, Petronius, Lucan, Persius, Juvenal, Martial, Statius, and Tacitus, we will examine the social and political conditions of writing in this period, and we will consider the degree to which these authors were aware of, and indeed played with, the hierarchies created by literary canons and reflected in epithets like "golden" and "silver."

Format: recitation/discussion. Evaluation will be based on preparation for each class, classroom performance, a midterm, several short essays and/or a final paper, and a final exam. Oral presentations may be required as well.

Prerequisite: Latin 202 or permission of the instructor. *Enrollment limit: 12 (expected: 6-10).*

Hour: 11:00-12:15 MWF

PANOUSI

CLLA 408 Myth and Biography in Later Latin Literature (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clla/clla408.html>)

CLASSICS

CLAS 493(F)-W031-494(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.

COMPARATIVE LITERATURE (Div. I)

Chair, Associate Professor JULIE A. CASSIDAY

Professors: DRUXES, GOLDSTEIN, B. KIEFFER, G. NEWMAN, STAMELMAN. Associate Professors: CASSIDAY, ROUHI. Assistant Professors: CARTER-SANBORN, FOX, SILBER, VAN DE STADT.

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, starting with the class of 2002, the English Department will allow 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 a 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 152 Adultery and the Fallen Woman (Cultural Studies)

Comparative Literature 224/English 204 The Feature Film (Literary Genres)

Comparative Literature 231 Romanticism (Literary Movements)

Comparative Literature 232 European Modernism (Literary Movements)

Comparative Literature 240/English 230 Introduction to Literary Theory (Literature and Theory)

Comparative Literature 252 Modern Women Writers and the City (Cultural Studies)

Comparative Literature 257/English 207 Arthurian Literature (Cultural Studies)

Comparative Literature 321 The Cultures of Poetry (Literary Genres)

Comparative Literature 328/English 388 Mysteries (Literary Genres)

Comparative Literature 340 Literature and Psychoanalysis (Literature and Theory)

Comparative Literature 343/English 373 Modern Critical Theory (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 de-

Comparative Literature

partments that are possible, the following employ readings in English translation and are especially appropriate to the major:

Anthropology 280
English 126, 135, 202, 218, 219, 220, 221, 327, 339, 341, 345, 346, 361, 371, 393
French 209, 308
Linguistics 101, 202
Philosophy 304, 341
Religion 210, 211, 304
Spanish 306T
Theatre 210, 211, 213

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 152 Adultery and the Fallen Woman (Cultural Studies)
Comparative Literature 224/English 204 The Feature Film (Literary Genres)
Comparative Literature 231 Romanticism (Literary Movements)
Comparative Literature 232 European Modernism (Literary Movements)
Comparative Literature 240/English 230 Introduction to Literary Theory (Literature and Theory)
Comparative Literature 252 Modern Women Writers and the City (Cultural Studies)
Comparative Literature 257/English 207 Arthurian Literature (Cultural Studies)
Comparative Literature 321 The Cultures of Poetry (Literary Genres)
Comparative Literature 328/English 388 Mysteries (Literary Genres)
Comparative Literature 340 Literature and Psychoanalysis (Literature and Theory)
Comparative Literature 343/English 373 Modern Critical Theory (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:

Anthropology 280
English 126, 135, 202, 218, 219, 220, 221, 327, 339, 341, 345, 346, 361, 371, 393
French 209, 308
Linguistics 101, 202
Philosophy 304, 341
Religion 210, 211, 304
Spanish 306T
Theatre 210, 211, 213

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

Comparative Literature

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.

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-W031-494 or LIT 493-W031-494). 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 before the beginning of the senior year.

COURSES

COMP 107 Greek Literature (Same as Classics 101) (Not offered 2001-2002)

(See under Classics for full description.)

COMP 108(F) Roman Literature (Same as Classics 102)

(See under Classics for full description.)

COMP 109(S) (formerly LIT 223) Greek and Roman Drama: Renewal and Transformation (Same as Classics 103 and Theatre 311)

(See under Classics for full description.)

COMP 111(F) (formerly LIT 202) The Nature of Narrative (Same as English 120)+

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 will include writings from Antiquity, and by Cervantes, Goethe, Gogol, Woolf, Kafka, and Nabokov, as well as several films. 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. *This course is writing-intensive. Enrollment limit: 19 (expected: 15).* (Literary Genres)

Hour: 1:10-2:25 TF

CASSIDAY

COMP 112(S) Modernity and Madness (Same as English 141)+

(See under English for full description.)

COMP 152 (formerly LIT 112) Adultery and the Fallen Woman (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/comp/comp152.html>)

COMP 201 (formerly LIT 219) Reading the Hebrew Bible (Same as Classics 201 and Religion 201) (Not offered 2001-2002)

(See under Classics for full description.)

COMP 202 From Goethe to Kafka (Same as German 204) (Not offered 2001-2002; to be offered 2002-2003)

(See under German for full description.)

COMP 203(F) Nineteenth-Century Russian Literature in Translation (Same as Russian 203)

(See under Russian for full description.)

COMP 204 Bolshevism, Glasnost, and Beyond: Twentieth-Century Russian Literature in Translation (Same as Russian 204) (Not offered 2001-2002; to be offered 2002-2003)

(See under Russian for full description.)

COMP 205 (formerly LIT 215) The Latin American Novel in Translation (Same as Spanish 205) (Not offered 2001-2002; to be offered 2002-2003*)

(See under Romance Languages—Spanish for full description.)

COMP 207 Biblical Interpretation in Classical Antiquity (Same as Classics 207 and Religion 207) (Not offered 2001-2002)

(See under Classics for full description.)

COMP 211(F) Voyages of Discovery (Same as English 223)+

(See under English for full description.)

COMP 212(S) Wonder (Same as English 232)+
(See under English for full description.)

COMP 213(F) Femininity on Stage (Same as English 215 and Theatre 215)
(See under Theatre for full description.)

COMP 215 (formerly LIT 217) The Fashioning of Fashion: Theory and Practice (Same as French 215) (Not offered 2001-2002; to be offered 2002-2003)
(See under Romance Languages—French for full description.)

COMP 216 (formerly LIT 234) Post-Mao Literature and Culture (Same as Chinese 234) (Not offered 2001-2002; to be offered 2002-2003)*
(See under Asian Studies—Chinese for full description.)

COMP 217 Gender Issues in Traditional Chinese Literature (Same as Chinese 243) (Not offered 2001-2002)*
(See under Asian Studies—Chinese for full description.)

COMP 218(S) Writer and Society in Twentieth-Century China (Same as Chinese 244)*
(See under Asian Studies—Chinese for full description.)

COMP 224(F) The Feature Film (Same as English 204)
(See under English for full description.) (Literary Genres)

COMP 231 Romanticism (Not offered 2001-2002; to be offered 2003-2004)
(See full description online:
<http://www.williams.edu/Registrar/catalog/depts/comp/comp231.html>)

COMP 232(S) (formerly LIT 203) European Modernism
This seminar will explore literary and cultural modernism as an international phenomenon from 1860 to the 1970s. In the context of the profound social, political, and historical transformations of Western culture in this period, we will examine the works of literary, cinematic, and theoretical creators who have shaped our 'modernity'—namely, the consciousness we have of ourselves, of the worlds we inhabit, and of the temporal rhythms that determined the cadence of late nineteenth- and twentieth-century life. Readings will include Baudelaire, Rimbaud, Dostoevsky, Ibsen, Freud, Proust, Kafka, Apollinaire, Marinetti, Rilke, Pirandello, Breton, Mann, Woolf, Joyce, Beckett, Celan, and Calvino, among others. Theoretical essays by Benjamin, Bataille, and Barthes will be considered as well. We will investigate the imaginative and aesthetic response of modernism to urban alienation and technological innovation, its resistance to the hegemony of bourgeois rationality, its displacement of religion and other forms of traditional spirituality, its attempt to empower the female voice, its reaction to the horror and despair of world war, its fragmenting of the self, its foregrounding of multiple perspectives of perception and narration, its rejection of the past and embracing of the present, and its metamorphosis into postmodernism. *All readings in English.*
Format: seminar. Requirements: active class participation, one class presentation, two hour-exams, one 6-page paper, and one final 10- to 12-page paper.
No prerequisites. *Enrollment limit: 20 (expected: 20).* (Literary Movements)
Hour: 9:55-11:10 TR

STAMELMAN

COMP 240(S) Introduction to Literary Theory (Same as English 230)+
(See under English for full description.) (Literature and Theory)

COMP 252(S) Modern Women Writers and the City
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, Jhumpa Lahiri, and Edwige Danticat. We will consider theoretical approaches to urban spaces by feminists (Beatriz Colomina, Judith 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/discussion. Requirements: two short papers and one final paper.
No prerequisites. *No enrollment limit (expected: 15).* (Cultural Studies)
Hour: 1:10-2:25 MR

DRUXES

Comparative Literature

COMP 257 Arthurian Literature (Same as English 207) (Not offered 2001-2002)
(See under English for full description.) (Cultural Studies)

COMP 271(S) Transitional Japanese Literature Into the Twentieth Century (Same as Japanese 271)*
(See under Asian Studies—Japanese for full description.)

COMP 275(F) China's Greatest Novel (Same as Chinese 275)*
(See under Asian Studies—Chinese for full description.)

COMP 276 Premodern Japanese Literature and Performance (Same as Japanese 276) (Not offered 2001-2002)*
(See under Asian Studies—Japanese for full description.)

COMP 301(F) Junior Seminar: Theories of Theatre (Same as Theatre 301)
(See under Theatre for full description.)

COMP 303(S) Cervantes' *Don Quixote* (Same as English 306 and Spanish 303)+
(See under Romance Languages—Spanish for full description.)

COMP 304 (formerly LIT 317) Dante (Same as English 304) (Not offered 2001-2002; to be offered 2002-2003)
(See under English for full description.)

COMP 305 Dostoevsky and His Age (Same as Russian 305) (Not offered 2001-2002; to be offered 2002-2003)
(See under Russian for full description.)

COMP 306(S) Tolstoy and His Age (Same as Russian 306)
(See under Russian for full description.)

COMP 308(S) Medieval Dream Vision (Same as English 308)
(See under English for full description.)

COMP 321(F) The Cultures of Poetry

To study poetry in a comparative light is to travel within cultures and languages in unique ways that engage the universal and the particular, the personal and the political, the traditional and the ground-breaking. This course provides the opportunity to read poetry from a wide range of traditions, eras, and styles. We will also look beyond the cultures that gave rise to the poets to the culture of the poets themselves—their self-presentation and reception. Questions of identity, beauty, history, place, technique, and creativity will go hand in hand with explorations of individual themes in each poet's work. Our comparative focus will also help us formulate useful questions about the puzzling nature of reading poetry in translation. Selections from music and theory, as well as an exploration of the issues surrounding translation, will lend support to our investigations, as will class poetry readings and other gatherings in the spirit of the great nineteenth-century salons and twentieth-century literary happenings. Poets include Rumi, Omar Khayyam (Persia), Saint John of the Cross, Lorca (Spain), Pushkin, Akhmatova, Mayakovsky (Russia), Szymborska (Poland), Adonis (Lebanon), Sappho, Cavafy (Greece), Carson (Canada), Neruda (Chile), Sor Juana de la Cruz (Mexico), Rimbaud (France), Senghor (Senegal), and T.S. Eliot. *Conducted in English.*

Format: seminar. Evaluation will be based on meaningful participation, three short papers, and one term paper of 10-15 pages.

Prerequisites: any 200-level literature course at Williams, or by permission of the instructors. *No enrollment limit (expected: 15).* (Literary Genres)

Hour: 1:10-2:25 MR

GOLDSTEIN and ROUHI

COMP 328(S) Mysteries (Same as English 388)
(See under English for full description.) (Literary Genres)

COMP 340 (formerly LIT 205) Literature and Psychoanalysis (Not offered 2001-2002)
(See full description online:
<http://www.williams.edu/Registrar/catalog/depts/comp/comp340.html>)

COMP 343(F) Modern Critical Theory (Same as English 373)
(See under English for full description.) (Literature and Theory)

COMP 368(F) Language, Performance, and Culture (Same as English 368)
(See under English for full description.)

COMP 390(S) Four Directors (Same as English 390)
(See under English for full description.)

Comparative Literature, Computer Science

COMP 391 Kafka and His Descendants (Same as English 391) (Not offered 2001-2002)
(See under English for full description.)

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

COMP 402(S) Senior Seminar: The Poetics and Politics of Memory (Same as French 330)
(See under French for full description.)

COMP 493(F)-W031-494(S) Senior Thesis—Comparative Literature

LIT 493(F)-W031-494(S) Senior Thesis—Literary Studies

COMPUTER SCIENCE (Div. III)

Chair, Professor WILLIAM LENHART

Professors: BAILEY, BRUCE, LENHART, MURTAGH. Associate Professor: DANYLUK***. Assistant Professors: LERNER, TERESCO. Visiting Part-time Lecturer: SACHS§§

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 | Introduction to Computer Science |
| 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 |

Computer Science

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 reasons.

Required Courses in Mathematics

Mathematics 211 Linear Algebra
Mathematics 251 Discrete Mathematics

Students who take Computer Science 105, 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. Note also that Computer Science 108 and 109 are not open to students who have already successfully completed a Computer Science course number 134 or above; Computer Science 105 is not open to those who have already successfully completed a Computer Science course numbered 136 or above.

To be eligible for admission to the major, a student must normally have completed Computer Science 136 as well as Mathematics 251 by the end of the sophomore year. Mathematics 211 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 Macintosh laboratory (used in Computer Science 105, 108, 109, 134, 136, and 237) consists of an electronic classroom containing Macintosh G4 computers. This laboratory also contains projection facilities enabling the instructor to display the computer screen during lectures and demonstrations.

The Unix laboratory (used in courses numbered 136 and above) consists of a network of workstations that are available exclusively to students taking advanced Computer Science courses. These workstations 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 four introductory courses—Computer Science 105: *Understanding the Web: Technologies and Techniques*, 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*.

Students planning to major in Computer Science will usually begin their studies within the department by taking Computer Science 134. Computer Science 134 provides an introduction to computer science and programming. No programming experience is required in order to take this course. Students with significant programming experience should consider electing Computer Science 136 (see “Advanced Placement” below). The combination of Computer Science 134 and Computer Science 136 serves as a prerequisite to most upper-level courses in the department.

Those students interested in learning more about important new ideas and developments in Computer Science, but who are not necessarily interested in developing extensive programming skills, should consider Computer Science 105: *Understanding the Web: Technologies and Techniques*, Computer Science 108: *Artificial Intelligence: Image and Reality*, or Computer Science 109: *The Art and Science of Computer Graphics*. 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.

Non-majors primarily interested in developing programming skills for use in other disciplines are directed to Computer Science 134. Alternately, those expecting to construct programs that produce graphic images may wish to consider the combination of Computer Science 109 followed by Computer Science 134.

Those students intending to take several Computer Science courses are urged to begin satisfying their mathematics requirements early. Note in particular that Mathematics 251 covers material complementing that in the introductory courses (Computer Science 134 and 136) and is a prerequisite for many advanced courses. As a result it should be taken in the first year a student is at Williams or in the fall of the sophomore year if possible.

ADVANCED PLACEMENT

Students with an extensive background in computer science are urged to take the Advanced Placement AB Examination in Computer Science. A score of 4 or better on the AB exam is normally required for advanced placement in Computer Science 136. Students scoring 3 or lower on that exam or who have taken the Advanced Placement A Examination in Computer Science should consider enrolling in Computer Science 134.

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 C++ or Java, and should have covered such topics as recursion, arrays, records, files, and have some exposure to object-orientation.

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 mathematics (MATH 251).

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 algo-

Computer Science

rithm and data structure design together with an understanding of issues of correctness and efficiency. Computer Science 323 provides valuable exposure to the techniques and tools needed for the development and maintenance of large software systems. 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 108, 109, 323, 336, 337T, 338T, 371, 373, 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,S) Understanding the Web: Technologies and Techniques

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 new 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.

Evaluation will be based on homework, laboratory work and exams.

Prerequisites: Mathematics 100 or 101 (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.

Hour: 9:55-11:10 TR
9:55-11:10 TR

Labs: 1-2:30 R, F; 2:30-4 R
Labs: 1-2:30 R, F; 2:30-4 R

First Semester: MURTAGH
Second Semester: LERNER

CSCI 108 Artificial Intelligence: Image and Reality (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/csci/csci108.html>)

DANYLUK

CSCI 109(S) The Art and Science of Computer Graphics

We watch as a dead planet comes to blazing-fiery life, we negotiate a perilous asteroid field to bring our starship home safely. Extraordinary events such as these, from motion pictures or from the local video arcade, are becoming commonplace experiences of modern life. What these events share in common is that they are both fruits of the rapidly-evolving technology of three-dimensional computer-generated imagery.

This course provides an opportunity to develop an understanding of the theoretical and practical concepts underlying computer graphics. The course will emphasize hands-on laboratory experience, with student work focused around completing a series of projects. From the first week, students will begin making color, shaded, perspective views of three-dimensional models of their own devising. As the course progresses, concepts of both computer programming and graphics will be presented that will facilitate expansion of the range and complexity of the images. Lectures, augmented by guided viewings of state-of-the-art computer-generated images and animations, will be used to deepen understanding of what has been learned in the laboratory.

Format: lecture/lab, three hours per week. Evaluation will be based on progress in the quality of project work.

For the highly successful student, this course may serve as an alternate to Mathematics 211 as a prerequisite for the upper division Computer Graphics course, Computer Science 371.

No prerequisites. This course assumes no previous experience with computers beyond that required to operate a simple word-processing program. *This course is not open to students who have successfully completed a Computer Science course numbered 134 or above. Enrollment limit: 36.*

Hour: 8:30-9:45 TR

Labs: 1-2:30 W, 2:30-4 W

BAILEY

COURSES INTENDED FOR BOTH NON-MAJORS AND MAJORS

CSCI 134(F,S) Introduction to Computer Science

More than the processor inside, it is the software running on a computer that determines the machine's behavior and usefulness. In this course, students will learn principles of design, implementation, and testing of object-oriented programs. Using the Java programming language, we will cover fundamental concepts including classes, objects, message sending, control structures, arrays, files, and event-driven programming, as well as providing an introduction to concurrency. Through the study of these topics, students will learn both to construct programs of their own and to understand the capabilities and limitations of existing software. No previous programming experience is required or assumed. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department.

Evaluation will be based on assigned programs and exams.

Prerequisites: Mathematics 100 or 101 (or demonstrating proficiency in the Quantitative Studies diagnostic test—see catalog under Mathematics). *Enrollment limit: 60 (30 per section); expected: 60 (30 per section).*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF Labs: 1-4 M, T

First Semester: BRUCE, DANYLUK

10:00-10:50 MWF, 11:00-11:50 MWF Labs: 1-4 M, T

Second Semester: MURTAGH, TERESCO

CSCI 136(F,S) Data Structures and Advanced Programming

This course builds the programming skills acquired in Computer Science 134, placing special emphasis on the software design techniques of 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. The object-oriented language Java is used to support modularization and abstraction. Programming assignments focus on the design and implementation of algorithms and data structures. The combination of Computer Science 134 and 136 provides a strong background in programming.

Evaluation will be based on programming assignments and exams.

Prerequisite: Computer Science 134 or equivalent. (Mathematics 251 is recommended, but not required as a prerequisite or corequisite for the course.) *Enrollment is limited to 36.*

Hour: 11:00-11:50 MWF

Lab: 1-4 W

First Semester: TERESCO

9:00-9:50 MWF

Lab: 1-4 W

Second Semester: SACHS

Computer Science

CSCI 237(F) Computer Organization

Study of the basic architecture of a computer system, fundamentals of logic design, mechanics of information transfer and control. Machine level instruction sets and assembler language coding will be considered, with students writing routines in an assembly language.

Evaluation will be based primarily on problem assignments, projects, and exams.

Prerequisite: Computer Science 134, or both experience in programming and permission of the instructor. *Expected enrollment: 25.*

Hour: 9:00-9:50 MWF

Labs: 1-2:30 M, T

BAILEY

CSCI 256(S) Algorithm Design and Analysis

Given a list of descriptions of all of the buildings in Manhattan, how could you effectively produce a description of the Manhattan skyline as seen from a boat on the East River? Or, suppose that for all of the towns in the U.S., you have information on all of the roads that connect them. How would you determine the shortest route between any two of the towns? The most obvious ways of solving these problems turn out to be very inefficient. This course is concerned with investigating methods of designing efficient and reliable algorithms to solve these and other computational problems. By carefully analyzing the underlying structure of the problem to be solved it is often possible to dramatically decrease the resources (amount of time and/or space) needed to find a solution. Through this analysis we can also give proof that an algorithm will perform correctly and determine 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. These include: induction, divide-and-conquer, dynamic programming, and greedy algorithms. Particular topics to be considered will include shortest path and other network problems; problems in computational geometry; searching, sorting and order statistics and some advanced data structures such as balanced binary search trees, heaps, and union-find structures. In addition, an introduction to complexity theory and the complexity classes P and NP will be provided. As time permits, additional topics such as probabilistic and parallel algorithms will be studied.

Evaluation will be based primarily on problem assignments, programs, and exams.

Prerequisites: Computer Science 136 and Mathematics 251. *Expected enrollment: 25.*

Hour: 11:00-11:50 MWF

Lab: TBA

LENHART

CSCI 323(F) Software Engineering

In this course, students learn and gain practical experience with software engineering principles and techniques. The practical experience centers on a semester-long team project in which a software development project is carried through all of the stages of the software lifecycle. Topics in this course include requirements analysis, specification, design, abstraction, testing, and maintenance. Particular emphasis is placed on designing and developing maintainable software and on the use of object-oriented techniques throughout the software lifecycle.

Evaluation will be based primarily on two exams, several homework assignments, and projects. Prerequisite: Computer Science 136. *Enrollment limit: 20. Preference given to sophomores and juniors.*

PROJECT COURSE

Hour: 12:00-12:50 MWF

Lab: TBA

LERNER

CSCI 334(S) Principles of Programming Languages

Concepts and structures governing the design and implementation of modern programming languages. Introduction to concepts of compilers and run-time representations of programming languages. Features of programming languages supporting abstraction. Programming language paradigms including procedural, functional programming, object-oriented programming, polymorphism, concurrency, etc. Illustrative programs will be required in languages illustrating each of these paradigms, in particular ML and GJ.

Prerequisite: Computer Science 136. *Expected enrollment: 15.*

Hour: 8:30-9:45 TR

Lab: TBA

BRUCE

CSCI 336T Computer Networks (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/csci/csci336.html>)

MURTAGH

CSCI 337T(S) Digital Design and Modern Architecture

This tutorial course considers topics in the low-level design of modern architectures. Course meetings will review problems of designing effective architectures including instruction-level parallelism, branch-prediction, caching strategies, and advanced ALU design. Readings will be taken from recent technical literature. Labs will focus on the development of custom CMOS circuits to imple-

Computer Science

ment projects from gates to bit-sliced ALU's. Final group projects will develop custom logic-demonstrating concepts learned in course meetings.

Evaluation will be based on performance in meetings, labs, problem sets, and exams.

Prerequisites: Computer Science 136, Computer Science 237 and permission of the instructor.

PROJECT COURSE

Hour: 8:00-8:50 MWF

Lab: TBA

BAILEY

CSCI 338 Parallel Processing (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/csci/csci338.html>)

TERESCO

CSCI 361(F) Theory of Computation (Same as Mathematics 361)

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.

Evaluation will be based primarily on problem assignments and exams.

Prerequisites: Computer Science 256 or both a 300-level mathematics course and permission of the instructor. *Expected enrollment: 20.*

Hour: 11:00-11:50 MWF

DANYLUK

CSCI 371 Computer Graphics (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/csci/csci371.html>)

LENHART

CSCI 373 Artificial Intelligence (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/csci/csci373.html>)

DANYLUK

CSCI 397(F), 398(S), 497(F), 498(S) Reading

Directed independent reading in Computer Science.

Prerequisite: permission of the department.

Members of the Department

CSCI 432(F) Operating Systems

This course explore how computer operating systems allocate resources and create virtual machines. Topics will include storage management, scheduling, concurrent processing, protection of data, and user interfaces.

Evaluation will be based primarily on problem assignments, projects, and exams.

Prerequisites: Computer Science 136 and Computer Science 237. *Expected enrollment: 20.*

PROJECT COURSE.

Hour: 11:20-12:35 TR

Lab: TBA

TERESCO

CSCI 434(S) Compiler Design

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.

Evaluation will be based primarily on problem assignments, projects, and exams.

Prerequisite: Computer Science 237. Corequisite or Prerequisite: Computer Science 361. Computer Science 334 is recommended. *Expected enrollment: 20.*

PROJECT COURSE.

Hour: 12:00-12:50 MWF

Lab: TBA

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.

Evaluation will be based upon participation, presentations, and the final written report.

Open to senior majors in Computer Science, with permission of the instructor. *Enrollment is limited.*

This course (along with Computer Science W031 and Computer Science 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors.

Members of the Department

Computer Science, Contract Major

CSCI W031-494(S) Senior Thesis

Prerequisite: Computer Science 493.

CSCI 499(F,S) Computer Science Colloquium

Required of senior majors, highly recommended for junior 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.

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

Contract Major, Critical Languages

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)-W031, W031-494(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 will conduct the mid-term 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 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.

Critical Languages, Economics

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.

CRAB 201(F)-202(S) Arabic*

CRHE 201(F)-202(S) Hebrew* (*This course is part of the Jewish Studies cluster.*)

CRHI 201(F)-202(S) Hindi*

CRKO 201(F)-202(S) Korean*

CRSW 201(F)-202(S) Swahili*

ECONOMICS (Div. II)

Chair, Professor RALPH M. BRADBURY

Professors: BOLTON, BRADBURY, C. HILL, MONTIEL, SCHAPIRO, S. SHEPPARD, WINSTON. Associate Professors: HUSBANDS FEALING, ZIMMERMAN. Assistant Professors: BAKIJA, BRAINERD, CONNING, DE BRAUW, DVORAK, FRANKL*, GEIREGAT, GOLLIN, KHAN, MANI, SHORE-SHEPPARD, SIEGLER**, SWAMY. Visiting Professor Emeritus: BRUTON. Visiting Professor: KAUFMAN§§, A. WEISS§§. Visiting Assistant Professor: HONDERICH.

MAJOR

For students who have already taken Economics 101, your course sequence should be Economics 101, any Economics course numbered 201 to 240 prior to taking Economics 251 or 251M, 252, and a statistical methods course (either 253 or 255, or Mathematics and Statistics 243 and 346) which should be taken before 401, plus any three economics electives of which at least two must be selected from advanced electives numbered 350 to 394, and Economics 401.

(Please note that students who have taken Economics 101 cannot take Economics 110 or 120, and note that students cannot take Economics 110 or 120 without having passed the quantitative studies exam or the equivalent.)

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 (*In the spring semester, 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 Mathematics and Statistics 243 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, Math 243 plus Math 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.

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, and 253 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 should consider studying more advanced mathematics; see your advisor for specific suggestions. Students are also reminded that some courses now have specific mathematics requirements; see course descriptions.

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 (W030) 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 W030. The department provides a memorandum to majors with more details every spring and fall.

- 2) *Thesis Route* (Economics 493-W031-494):

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 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 the instructor* as prerequisites. Courses 350 and above are ad-

Economics

vanced electives primarily designed for Economics and Political Economy majors and have theory prerequisites.

ECON 110(F,S) Principles of Microeconomics

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 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 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.

Enrollment limit: 40 (expected: 40).

Hour: 9:55-11:10 TR, 11:20-12:35 TR, 11:00-12:15 MWF
9:55-11:10 TR, 1:10-2:25 MR, 2:35-3:50 MR

First Semester: BRADBURY, HONDERICH
Second Semester: BRAINERD, SCHAPIRO

ECON 120(F,S) Principles of Macroeconomics

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.*

Hour: 9:55-11:10 TR, 11:20-12:35 TR
9:55-11:10 TR, 11:20-12:35 TR, 1:10-2:25 TF, 2:35-3:50 TF

First Semester: BAKIJA

Second Semester: KAUFMAN, SIEGLER

ECON 204(F) 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.

Prerequisite: Economics 110. *Enrollment limit: 40 (expected: 35).*

Hour: 8:30-9:45 TR

SWAMY

ECON 205(S) Public Finance

This course examines the role of the government in a market economy. Three broad issues are considered: when is government intervention in the economy appropriate? What is the most effective form of intervention? What effects do government policies have on individual incentives? The course will cover issues in both taxation and spending. Specific programs will be considered such as Social Security, Medicare, education, and public assistance for the poor. We will also discuss rationales and strategies for reforming the U.S. tax system.

Format: lecture/discussion. Requirements will include two short policy memos, a midterm and a final.

Prerequisite: Economics 110. *Students who have completed Economics 251 must have the permission of the instructor. Enrollment limit: 40.*

Hour: 2:35-3:50 MR

BAKIJA

ECON 206 Current Economic Problems (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ206.html>)

ECON 207(S) China's Economic Transformation Since 1980*

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 over the next ten to twenty years.

Requirements: at least one research paper and exam(s).

Prerequisites: Economics 110 or 101. *Enrollment limit: 40.*

Hour: 11:20-12:35 TR

de BRAUW

ECON 208(F,S) Modern Corporate Industry

This course examines the role of the corporation in the American economy. Questions considered include the following: Are our markets competitive? How do firms compete with each other and why? What do we lose when monopoly exists? How does market structure affect advertising and technological progress? Why regulate corporate behavior in the areas of advertising, product safety, pollution, and occupational safety? Do we regulate effectively? What is the appropriate role of business in public policymaking?

Format: lecture/discussion. Requirements will include one short paper, a midterm, and a final exam.

Prerequisite: Economics 110. *Students who have completed Economics 251 must have permission of the instructor.*

Enrollment limit: 40.

Hour: 2:35-3:50 MR

BRADBURY

ECON 209(F) Labor Economics

This course covers basic labor markets and the determination of wages in the U.S. The determination of wages and employment levels through demand and supply of labor in competitive and non-competitive markets is the basis for analyzing the wide range of outcomes we observe in the U.S. Differences in earnings and employment are analyzed through a variety of mechanisms such as labor force participation, the role of unions, human capital accumulation and occupational choices. Topics with important public policy implications such as discrimination and affirmative action, minimum wages, and immigration will also be presented. Theoretical models will be presented and critiqued with empirical evidence from U.S. labor markets.

Format: lecture/discussion. Grading will be based on a combination of exams and short policy papers.

Prerequisite: Economics 110. *Students who have completed Economics 251 must have permission of the instructor.*

Enrollment limit: 40 (expected: 25).

Hour: 1:10-2:25 MR

BRAINERD

ECON 211(F) Women in Development (Same as Women's and Gender Studies)

The processes of economic development in poor countries have affected women differently than men. This is because of their different cultural and economic roles, and their substantial exclusion from resources and decision-making. Understanding these processes requires economic tools while also casting light on some of their shortcomings. We will look at accounts by feminist economists of the significance of unpaid 'caring' labor, and bargaining processes within the household. We will also consider issues such as women's access to credit, the informal sector, and women's relation to the current global HIV/AIDS pandemic. Students will also be expected to read literature by Third World writers to improve their sense of the texture of people's lives in poor countries.

Format: lectures and discussion. Requirements include weekly reaction papers and final exam.

Prerequisite: Economics 110. *Enrollment limit: 40 (expected: 30).*

Hour: 7:00-9:30 pm. M

HONDERICH

ECON 212 Sustainable Development (Same as Environmental Studies 212) (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ212.html>)

ECON 213(F) The Economics of Natural Resource Use (Same as Environmental Studies 213)

Markets for natural resources continue to make news—whether the issue is oil drilling in the Arctic National Wildlife Refuge or management of tropical rainforests. Economic theory helps predict how individuals and firms will respond to incentives in their use of natural resources. Sometimes market incentives lead to outcomes that are socially desirable; sometimes they do not. This class will focus on three specific questions: What forces are generated by markets for different types of resources? When do markets work well, and when do they work poorly? How do different kinds of public actions affect market outcomes? We will consider both renewable and non-renewable resources, including land, water, fisheries, minerals, and forests. Along the way, we will also address different types of management problems—including issues relating to multiple uses and open access. The class will draw on relatively simple tools, beginning with supply and demand analysis, but extending to some more complicated dynamic models. We will make use of spreadsheet software to work out numerical examples of some models. These numerical examples will serve as a basis for discussing real-world problems and experiences, including both international and domestic examples. We will particularly consider some of the resource management issues facing developing countries.

Format: lecture/discussion. Requirements will include assignments, a midterm, and a final exam.

Prerequisite: Economics 110 or 101. *Enrollment limit: 40 (expected: 30).*

Hour: 11:20-12:35 TR

GOLLIN

ECON 215(F) The World Economy

This course is an introduction to international trade and finance with an emphasis on issues of current interest. Topics to be discussed may include: the gains from trade; why nations trade; different theories of the pattern of trade; the effects of tariffs and other trade barriers on national welfare and income distribution; the balance of payments, the determination of foreign exchange rates, and alternative exchange rate regimes. Students seeking greater depth in the coverage of the subject matter on international trade should take Economics 358.

Format: lecture/discussion. Requirements will include problem sets, a midterm, and a final exam.

Prerequisite: Economics 110 or 101. *Students who have completed Economics 251 must have permission of the instructor. Enrollment limit: 40.*

Hour: 2:35-3:50 MR

KHAN

ECON 220(S) American Economic History*

Economic history teaches that events of the distant past continue to shape our lives today. This course will examine several important questions in American economic history from colonial times to the present. For example, what factors account for the tremendous growth and development of the United States? Do we know enough about the causes of the Great Depression to prevent another one? Did the New Deal save American capitalism or undermine it? Other topics will include the legacy of slavery in the American South, the changing economic role of women, the economic impact of immigration and trade, and the changing distribution of income and wealth over time.

Course requirements include class participation, a research paper, and two exams.

Format: lecture/discussion.

Prerequisite: Economics 110 and 120. *Enrollment limit: 40 (expected: 20).*

Hour: 9:55-11:10 TR

SIEGLER

ECON 226 Latin American Economic Development (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ226.html>)

CONNING

ECON 230 The Economics of Health and Health Care (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ230.html>)

SHORE-SHEPPARD

ECON 233(S) Transition Economies in Eastern Europe

The first objective in this course is to apply economic principles to the experiences of transition economies. Ten years of transition from centrally planned to market economies offer us many opportunities to apply economic theory to real world situations. Transition countries pursued different economic policies with differing results. We will learn how to join economic data with analytical tools to improve our understanding of why some countries have been more successful than others. The second objective is to study the lesson which the transition provided for the field of economics. Many of the initial policy prescriptions in transition were based on the view that a free market is enough to achieve rapid growth and stable economy. These prescriptions grossly failed and economists realized the importance of institutions which support a market economy. We will explore

which institutions are necessary for an effective capitalist society, and how to build them. The course combines topics from international macroeconomics and institutional microeconomics. We will analyze macroeconomic aggregates such as output, inflation, money, interest rates, government deficit, investment, employment, exchange rates, trade balance, capital flows and stock market returns. At the macroeconomic level we will examine the rationale and mechanisms of privatization, corporate governance and securities regulation.

Format: discussion. Requirements include problem sets, midterm and final exam.

Prerequisites: Economics 120. *Enrollment limit: 40.*

Hour: 8:30-9:45 MWF

DVORAK

ECON 235(S) Urban Centers and Urban Systems

Cities, systems of cities, and the interactions between cities are the outcome of human decisions and reflect their social structure and desire for interaction. The form of these urban areas is determined by the choices made by the people who reside in, work in, and travel between cities. Economic forces influence and constrain these choices, and economic models of decision-making can help us to explain and predict the patterns that result. These models help us to comprehend the structure of urban areas. This course will introduce the ideas and some of the analytic tools that assist in understanding the economic foundations of urban centers and urban systems. Topics addressed in the course will include the determinants of land use, location of firms, choice of transportation mode, flows of capital investment into real estate, housing prices and housing availability and regulation of housing markets, movement of population from one city to another, and public policies designed to deal with urban problems.

Format: lecture/discussion. Requirements: two "policy memoranda" on assigned topics, midterm, and final exam.

Prerequisite: Economics 110. *Enrollment limit: 40.*

Hour: 8:30-9:45 MWF

S. SHEPPARD

ECON 238 The Regions of America (Same as Environmental Studies 238) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ238.html>)

ECON 240T(S) Colonialism and Underdevelopment in South Asia*

How did colonialism shape the evolution of the economies of South Asia? There is much controversy on this issue, beginning with whether the colonial economy really represented a radical break from the past. With this as our starting point, we will discuss major themes in this literature including the theory of "drain" (of economic surplus from the colonies), "deindustrialization" due to competition from cheap British manufactured goods, the impact of colonial legal institutions and land tenure arrangements, and colonial policies with respect to education, infrastructure, trade, and financial markets. The course will conclude with an assessment of the extent to which the economies of India, Pakistan, and Bangladesh still reflect their colonial past, and the consequences thereof.

Format: tutorial. Requirements: papers.

Prerequisites: Economics 110. *Enrollment limit: 10.*

Hour: TBA

SWAMY

ECON 251(F,S) Price and Allocation Theory

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.

Hour: 8:30-9:45 MWF, 11:00-12:15 MWF

8:30-9:45 TR

First Semester: HUSBANDS FEALING

Second Semester: HUSBANDS FEALING

ECON 251M(F,S) Price and Allocation Theory

These sections of Economics 251 will employ a somewhat more mathematical exposition of micro-theory and require Mathematics 105 or the equivalent.

Hour: 11:00-12:15 MWF

9:55-11:10 TR

First Semester: SHORE-SHEPPARD

Second Semester: TBA

Economics

ECON 252(F,S) Macroeconomics

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. 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: 1:10-2:25 MR, 2:35-3:50 MR
1:10-2:25 MR, 2:35-3:50 MR

First Semester: GEIREGAT
Second Semester: KHAN

ECON 253(F,S) Empirical Economic Methods

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
11:00-12:15 MWF

First Semester: SWAMY
Second Semester: DVORAK

ECON 255(F,S) Econometrics

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. Previous courses in statistics may prove helpful, but are not necessary. 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.

Hour: 11:00-12:15 MWF
1:10-2:25 TF

First Semester: D. ZIMMERMAN
Second Semester: D. ZIMMERMAN

ECON 301(F) Analytical Views of Political Economy (Same as Political Economy 301 and Political Science 333)

(See under Political Economy for full description.)

ECON 317(S) Finance and Capital Markets

This course gives a survey of business finance, managerial decision-making, and the main capital markets (stocks, bonds, etc.). We explore the role of capital markets in the flow-of-funds between savers and investors, their role in risk redistribution and in providing incentives to managers. Among the main topics are: risk and return tradeoffs, models of stock and bond prices, the capital asset pricing model, financial derivatives (options, futures, swaps), hedging, and “efficient markets” theories of financial markets.

Format: lecture. Requirements: problem sets, papers, midterm, and final exam.

Prerequisites: two courses in economics. Open to sophomores. Some basic knowledge of calculus and descriptive statistics is required. Students are expected to use spreadsheets for assignments. *Enrollment limit: 30 (expected: 25).*

Hour: 11:00-12:15 MWF

GEIREGAT

ADVANCED ELECTIVES

ECON 355 Feminist Economics (Not offered 2001-2002)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ355.html>)

ECON 356 Topics in World Economic History (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ355.html>)

FRANKL

ECON 357T(F) The Strange Economics of College

The course is going to focus on current economic problems in U.S. higher education with the ambitious intention of resolving—or at least illuminating—some of them in creative ways, using economic theory and careful analysis to do it. An understanding of the economics of colleges and universities and higher education that's emerged only recently makes that a non-unreasonable aim. Topics include questions of access, choice and diversity of American higher education; economic and non-economic returns to higher education investments; and differences between private institutional goals and that of society.

Format: tutorial

Prerequisite: 251. *Enrollment limit: 3.*

Hour: TBA

SCHAPIRO

ECON 358(F) International Economics

Over the past decade and since World War II, the growth of world trade has significantly outpaced growth of real GDP to create an increasingly global marketplace. For a group of rapidly growing East Asian economies, the expansion of trade and the rise in the share of manufactured products in exports has been even more spectacular. This course will cover the theory and empirical analyses of the causes and consequences of international trade. Special attention will be focused on the relations between technology, trade, and economic growth. Topics covered will include trade and welfare, comparative advantage and its sources, the role of increasing returns and product differentiation, trade and economic growth, trade policy with and without market power, and foreign direct investment.

Format: lecture/discussion. Requirements will include problem sets, a midterm, and a final exam.

Prerequisite: Economics 251 and 252. *Enrollment limit: 20.*

Hour: 11:00-12:15 MWF

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.

Grading will be based on several written case studies, a student research project, a final exam, and class discussion/participation.

Prerequisite: Economics 251, Economics 253 or 255 (or Statistics 101—formerly *Mathematics 143*). *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. Enrollment limit: 15.*

Hour: 11:20-12:35 TR

D. ZIMMERMAN

ECON 360(F,S) 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. *Expected enrollment: 15-20.*

Hour: 8:30-9:45 TR

2:35-3:50 TF

First Semester: MONTIEL

Second Semester: MONTIEL

ECON 361T(S) Questioning the Philosophical and Psychological Foundations of Economics

This tutorial will focus on issues in which the standard economic model generates recommendations that are at odds with either the current political consensus or the behavior of most individuals.

Economics

The answer may involve using a more sophisticated economic analysis or challenging the standard premises of economics, such as rationality and consequentialism. Examples of policies that might be discussed include: sale of one's own kidney; allowing (informed?) workers to work in dangerously polluted environments, selling the outcome of a lawsuit. Students will also be free to formulate their own problems. Course requirements: Students will alternate writing papers every other week. The papers are expected to be delivered by Monday and the fellow students will write detailed comments.

Format: tutorial.

Prerequisites: two semesters of economics, and an upper level theory class in either economics, philosophy or psychology, or the consent of the instructor. *Enrollment limit: 10.*

Hour: TBA

A. WEISS

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).

Prerequisite: Economics 251. *Enrollment limit: 20.*

Hour: 7:00-9:30 p.m. M

HUSBANDS FEALING

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.

Prerequisite: Economics 252. *Enrollment limit: 30 (expected:25).*

Hour: 2:35-3:50 MR

GEIREGAT

ECON 365 Economic Reform in Eastern Europe and the Former Soviet Union (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ365.html>)

BRAINERD

ECON 369(S) Agriculture and Development Strategy (Same as Economics 512)

(See under Economics 512 for full description.)

ECON 371 Economic Justice (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ371.html>)

ZIMMERMAN

ECON 373(S) Open-Economy Macroeconomics (Same as Economics 513)

(See under Economics 513 for full description.)

ECON 376 The Economics of Labor (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ376.html>)

BRAINERD

ECON 377 Environmental Economics and Policy (Same as Environmental Studies 377) (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ377.html>)

ECON 378(S) Public Finance (Same as Economics 503)

(See under Economics 503 for full description.)

ECON 381 Regulation of Business (Same as Economics 519) (*Not offered 2001-2002*)

(See under Economics 519 for full description.)

ECON 382 Industrial Organization (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ382.html>)

ECON 383 The Urban Economy (Same as Economics 516) (Not offered 2001-2002)

(See under Economics 516 for full description.)

ECON 384 Advanced Topics in Finance and Capital Markets (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ384.html>)

ECON 385(S) Game Theory and Information

Game theory purports to provide a unifying framework with which to analyze and predict the emergence and evolution of social behavior and organization in any of a wide variety of contexts in which human (or plant or animal) agents interact. Economic applications include the analysis of firms' strategic behavior in concentrated markets, the emergence of trust and cooperation out of anarchy, financial bubbles or panics, and any of a number of other situations where individually rational behavior may or may not lead to socially desirable outcomes. Asymmetric information economics and mechanism-design extend game theory by exploring how the design of the rules of a game and the control of information affect equilibrium outcomes and therefore how people might choose to set up the rules to govern their interactions. Questions addressed include the design of compensation and incentive contracts; voting models and political-economic equilibria; why insurance contracts specify deductibles and why so many people are uninsured in our society; how firms choose their financial structure and why some firms are credit-rationed, etc.

Format: lecture/discussion. Requirements: problem sets, midterm, final, and paper.

Prerequisites: Economics 251; Mathematics 104 or permission from the instructor. *Enrollment limit: 20.*

Hour: 1:10-2:25 TF

CONNING

ECON 386(S) Environmental Policy and Natural Resource Management (Same as Economics 515)

(See under Economics 515 for full description.)

ECON 387(S) Economic Transition in East Asia (Same as Economics 517)*

(See under Economics 517 for full description.)

ECON 388 Beyond Markets: Institutions and Human Interests (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ388.html>)

ECON 394 History of Economic Thought (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ394.html>)

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

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 majors. Incoming seniors should leave both 401 time slots open for maximum choice of modules.*

Hour: 1:10-2:25 TF, 2:35-3:50 TF

BAKIJIA, MANI, S. SHEPPARD

ECON W030-404(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

Economics

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.*

Hour: TBA

CONNING

ECON 493(F)-W031-494(S) Honors Thesis

A year-long research project for those honors candidates admitted to this route to honors.

Prerequisite: admission by the department in the spring of the junior year.

ECON W030 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 the 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

BRUTON and 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 and 252. *Expected enrollment: 30.*

Undergraduate enrollment limited and only accepted with instructor's permission.

Hour: 11:00-12:15 MWF

SWAMY

ECON 503(S) Public Finance (Same as Economics 378)

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 decentralization.

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: 9:55-11:10 TR

BAKIJIA

ECON 507(F) 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. *Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 9:55-11:10 TR

CONNING

ECON 509(F) Developing Country Macroeconomics

This course looks at financial aspects of development programs. Consideration is made of the role of finance in macroeconomic equilibrium, and fiscal and monetary policies in inflation and development of financial markets. The course examines the principal kinds of tax instruments, their impacts on investment and saving, resource allocation, stabilization, and the progressivity of tax burdens.

Format: lecture. Requirements: two hour tests and a comprehensive final.

Prerequisites: Economics 251 and 252. *Expected enrollment: 25-30. Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 11:20-12:35 TR

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

D. ZIMMERMAN

ECON 511(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 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: 1:10-2:25 MR

SHORE-SHEPPARD

ECON 512(S) Agriculture and Development Strategy (Same as Economics 369)

This course examines the role of agriculture in the development process, and the effects of government policy on the agricultural sector. Topics will include the economics of farm households as producers and consumers, effects of policy on agricultural growth, linkages between agriculture and non-agricultural sectors, trade-offs between cash and food crop production; pricing criteria for agricultural products, food security issues, and whether or not food self-sufficiency is a reasonable goal of government policy.

Format: lecture/discussion. Requirements: midterm, final, three to four 5- to 8-page papers or one long paper, plus occasional assignments.

Prerequisites: Economics 251 and 252. *Undergraduate enrollment limited and only accepted with instructor's permission. Attendance is required for undergraduates.*

Hour: 11:20-12:35 TR

GOLLIN

ECON 513(S) Open-Economy Macroeconomics (Same as Economics 373)

A study and discussion of the following topics: effects of the real exchange rate on the trade balance, devaluation and inflation, managing external shocks, external borrowing and debt management, and structural adjustment and growth.

Format: seminar. Requirements: problem sets, midterm, final, and a research paper.

Prerequisites: Economics 252, 509. *Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 1:10-2:25 MR

DVORAK, MANI

Economics, English

ECON 515(S) Environmental Policy and Natural Resource Management (Same as Economics 386)

This seminar addresses the problems of environmental protection as an element of development policy and planning. It is an application of environmental and natural resource economics to the developing country context. The theory will include market failure, externalities, common property resources and public goods, and intertemporal equity and discounting. Topics will include the use of market-based versus command-and-control policy instruments, property rights regimes, renewable and non-renewable resource management, measurement of environmental benefits and costs, benefit-cost analysis, institutional and policy constraints to sustainable development, and global externalities.

The focus of the seminar will be on country-specific cases and the application of analytical techniques to questions of resource management and pollution control, given the trade-offs (or possibly complementarities) between environmental and economic development objectives.

Format: lecture/discussion. Prerequisite: Economics 251 and 252. *Enrollment limit: 25.*

Undergraduate enrollment limited and only accepted with instructor's permission.

Hour: 1:10-2:25 TF

TBA

ECON 516 The Urban Economy (Same as Economics 383) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ516.html>)

S. SHEPPARD

ECON 517(S) Economic Transition in East Asia (Same as Economics 387)*

This course will examine the ways that economic transition has transformed East Asia over the past twenty years. We will compare and contrast reform policies in China, Vietnam, and Russia (with a focus on Russian Northeast Asia). We will build an understanding regarding the way different reform policies have affected these countries and the rest of East Asia. We will pay particular attention to the way market reforms have affected rural areas. Time permitting, we will discuss ways that reform might occur in North Korea when it opens to the West.

Prerequisites: Economics 251 or 501. Course requirements: midterm, final paper, four to five problem sets, three papers of 5-7 pages each.

Undergraduate enrollment limited and only accepted with instructor's permission.

Hour: 8:30-9:45 TR

DE BRAUW

ECON 519 Regulation of Business (Same as Economics 381) (Not offered 2001-2002)

(See full description online:

<http://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 STEPHEN FIX

Professors: I. BELL, R. BELL*, BUNDTZEN*, FIX, S. GRAVER, KNOPP, LIMON, PYE, RAAB, J. SHEPARD*, D. L. SMITH, SOKOLSKY*, SWANN, TIFFT*. Margaret Bundy Scott Visiting Professor: SPENCER. Visiting Professor: L. GRAVER. Associate Professors: CASE, KLEINER*, P. MURPHY, ROSENHEIM. Visiting Associate Professor: EPRILE§§. Assistant Professors: CARTER-SANBORN, FARRED***, KENT**. Visiting Assistant Professors: DE GOOYER, NOHRNBERG, PETHICA, SALAMENSKY. Senior Lecturers: CLEGHORN**, GLÜCK***. Visiting Lecturer: CHAKKALAKAL. Part-time Lecturers: K. SHEPARD§, WEAVER§§. Mellon Postdoctoral Fellow: SEE.

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.

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. *Beginning with the Class of 2003, completion of a Gateway course will be a requirement for the major.*

ADVISING

The English Department does not assign majors to specific departmental advisors, since we feel that doing so would prove unnecessarily constraining. Instead, we encourage students, both majors and non-majors, to seek advice from departmental faculty with whom they are studying or have studied. Majors who would like to have a regular departmental advisor to help plan a particular program of study from among the diverse offerings of the department are encouraged to ask a faculty member they know to serve in that capacity. Such arrangements can also be set up with the help of the department chair. Majors considering graduate work should consult with the department's Graduate Advisor about appropriate course choices.

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 for the classes of 2002 and 2003:

- 1) Any 100-level English class except English 150. Students exempted by the department from 100-level courses will substitute an elective course.
- 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) Beginning with the Class of 2003: 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 histori-

English

cal approaches that will prove fruitful as they pursue the major. (*This requirement does not apply to the Class of 2002.*)

The English Department encourages majors to consider courses offered in the Comparative Literature Program. Starting with the Class of 2002, the English Department will allow students to count *one* course with a COMP prefix as an *elective* in the English major. This course must be an *elective*; it 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 2002, the Director of Honors is Professor Alison A. Case.

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 early-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, due in early August before the fall semester of senior year, is a decisive factor in final admission to the program. Two copies of the formal prospectus must be submitted—one to the director of honors, and the other to the student's advisor. 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. The formal prospectus consists of a 1-page description of the project, including its relation to work completed and in-progress. Students must also submit a writing sample. 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 ten 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 four to five 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 ten to twelve 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.

English

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.

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 15-20 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.

ENGL 105(F) Poetry and Magic+

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 list-server 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: 8:30-9:45 MWF

KNOPP

ENGL 111(F) Television Culture (Same as American Studies 111)+

This course will introduce a set of critical tools for analyzing television culture. We will begin from the assumption that television is a major shaping force for culture, politics, and society, and thus deserves our notice and our considered engagement. It offers the student a chance to examine, in a critical context, his or her own relation (deep love? intense loathing? sheer boredom?) to TV in all its forms: the soap, the sitcom, the made-for-TV movie, the documentary, 24-hour music and news channels, the infomercial, and so on. Special attention will be paid to the way in which television's modes of address and technologies of representation constitute and transform race, gender, and class identities in the U.S. Students will be required to do assignments "in the field," which will involve viewing broadcasts and researching current writing (journalistic and scholarly) about television; we will use this writing as a model for our own forays into the growing field of television criticism.

Requirements: access to cable television; active participation in discussion; several short papers; and regular participation in a web-based forum.

No prerequisite. *Enrollment limit: 19 per section (expected: 19 per section). Preference to first-year students. Two sections.*

Hour: 1:10-2:25 MR, 2:35-3:50 MR

CARTER-SANBORN

ENGL 113(F) "Literary" Reading+~

What determines a text's "meaning"? What makes a text "literary"? Is it something fundamental to the text itself? Is it the circumstances in which we encounter it? Or is it the preoccupations and interests we ourselves bring to it—in other words, the way we read it? This course will focus on key skills and issues involved in critical reading of literary texts. It will be organized around a series of such fundamental questions as: What characterizes "interpretation"? What do literary texts expect of us? What pleasures and parameters are established by the way(s) we read? Where does meaning come from: author, reader, text? How does the form or genre of a work influence our interpretation of it?

How is our understanding of a text shaped by the contexts in which we encounter it, or by the literary traditions in which it was written? We will address these questions by reading and interpreting literary texts (mainly short fiction and poetry) and pertinent critical and theoretical essays. Our readings, and our written work, will invite increased self-consciousness about literary form, the functions of criticism, and the process of reading and interpreting. The course is intended both to develop students' skills in reading, writing about, and discussing literary texts, and to complicate their understanding of the potential pleasures and profits of critical interpretation.

Requirements: four formal papers ranging from 3-7 pages, several short informal writing assignments, group presentations, and active participation in discussion.

No prerequisite. *Enrollment limit: 19 per section (expected: 19 per section). Preference to first-year students. Three sections.*

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

Hour: 1:10-2:25 TF, 2:35-3:50 TF, 9:00-9:50 MWF

CASE, PETHICA

ENGL 120(F)(formerly 203) The Nature of Narrative (Same as Comparative Literature 111)+

(See under Comparative Literature for full description.)

Note: English 120 may be used as the prerequisite for other English courses.

ENGL 126(F) Stupidity and Intelligence+

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 Flaubert, Conrad, Melville, Poe, Henry James, Kafka, Borges, and others, and we shall be viewing such films as *Mr. Death* and *Forrest Gump*.

Requirements: active class participation, and five papers totaling 15-20 pages.

No prerequisite. *Enrollment limit: 19 per section (expected: 19 per section). Preference to first-year students. Two sections.*

Hour: 8:30-9:45 TR, 11:20-12:35 TR

LIMON

ENGL 134(F) New American Fiction+

An exploration and examination of the very recent (last ten to twenty years) development of American fiction. A discussion class in which we will examine short stories and/or novels by such writers as Jamaica Kincaid, Tobias Wolff, Annie Proulx, Lorrie Moore, Rick Moody, Sandra Cisneros, and Tim O'Brien.

Evaluation will be based on class participation, four short papers, and a final paper.

No prerequisite. *Enrollment limit: 19 per section (expected: 19 per section). Preference to first-year students. Two sections.*

Hour: 8:30-9:45 TR, 9:55-11:10 TR

K. SHEPARD

ENGL 135(F) African-American Literary Lives (Same as American Studies 135)+*

Given the central importance of the autobiography to the development of African-American literature, this course aims to explore the ways in which this form has come to influence the writing of African-American fiction in the twentieth century. Beginning with James Weldon Johnson's *Autobiography of an Ex-Coloured Man*, arguably the first "modern" African-American novel and a work that explicitly crosses both generic and racial categories, the course will explore figurations of blackness, passing, African identity, assimilation and segregation through the subsequent fictional/autobiographical writings of Richard Wright, Ralph Ellison, Nella Larsen, James Baldwin, Toni Morrison, Octavia Butler and Gayl Jones.

Requirements: 20 pages of writing, in the form of short papers.

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference to first-year students. Two sections.*

Hour: 1:10-2:25 MR, 2:35-3:50 MR

CHAKKALAKAL

ENGL 140(S) Writing the Environment+

Covering both the English and American traditions, we will study the abiding preoccupation of authors with nature and the environment. The location of nature as a site of knowledge, experience, and self-examination, as well as the sense of its endangerment, will be of primary concern. The class will emphasize the inheritance of nature poetry in the twentieth century. Among the authors to be read are Spenser, Wordsworth, Keats, Emerson, Thoreau, Yeats, Hardy, Frost, Moore, Bishop, Ammons, and Heaney.

Requirements: class participation, four 3- to 5-page papers, and e-mail responses.

English

No prerequisite. *Enrollment limit: 19 per section (expected: 19 per section). Preference to first-year students. Two sections.*

Hour: 1:10-2:25 MR, 2:35-3:50 MR

NOHRNBERG

ENGL 141(S) Modernity and Madness (Same as Comparative Literature 112)+

The literature of what might be called “the long twentieth century” (roughly 1880 to the present) often bears marked resemblance in preoccupations and structures to what otherwise qualifies as “insanity.” Is there something about “this modern world” that drives us mad? Or has the advent of “the modern”—new knowledges, “the death of God,” high-speed travel, technological warfare, cultural mixing, gender-bending, “information overload,” and so forth—rendered different, perhaps “truer” viewpoints possible? A wide variety of poems, short fiction, and plays will be covered. Authors may include Gogol, T. S. Eliot, Joyce, Woolf, Beckett, Duras, Robbe-Grillet, Plath, Kushner, Creeley, and Parks. Central emphasis will be placed on the development of analytic and expressive skills.

Requirements: active participation, several short writing and group assignments, and four 3- to 5-page papers. Student performance will be evaluated on the basis of effort, engagement, and depth of exploration.

No prerequisite. *Enrollment limit: 19 per section (expected: 19 per section). Preference to first-year students. Two sections.*

Hour: 9:55-11:10 TR, 11:20-12:35 TR

SALAMENSKY

ENGL 142(S) Radio, Radio+~

Radio, Radio is a seminar devoted to making and interpreting non-fiction audio. Using unobtrusive recording technology and sophisticated editing software, we will learn to do field recording, interviews, and post-production editing. We will use this process to ask fundamental questions about the media, the functions of stories, and our relation to the world. How do we identify worthwhile stories? How do we understand their representativeness? What are the possible relations between storytellers and their subjects? When does an editor’s manipulation become unethical or untrue? We will aim to vest our answers to these questions in the form and content of our audio work. We will also spend considerable time critiquing student work. Critical readings in media theory, radio history, and cultural history will be assigned. Note that while this course is writing-intensive, the kinds of writing assigned will include both traditional critical exercises and the composition of your audio essays.

Requirements: Enrolled students must attend three specially arranged evening labs in audio acquisition and editing. Assignments will include several short written exercises analyzing particular readings and audio assignments; an editing assignment using found footage; and the production of two short (4-6 minute) audio essays. Students will occasionally be required to work in teams.

No prerequisite. *Enrollment limit: 16 (expected: 16). Preference to first-year students, and then to sophomores, English majors, and junior/senior non-majors.*

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

Hour: 2:35-3:50 TF

ROSENHEIM

ENGL 150(F) Expository Writing+

This is a course in basic problems 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 paper. Readings will be taken from a writing handbook and a collection of essays.

A substantial amount of writing will be assigned. Regular class meetings will be supplemented by individual conferences.

No prerequisites. *Since only students who take the diagnostic examination administered during First Days are eligible for admission, students should not preregister. Enrollment limit: 12 (expected: 12).*

Hour: 11:00-12:15 MWF

SALAMENSKY

ENGL 150(S) Expository Writing+

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 the instructor.

No prerequisites. *Enrollment limit: 12 (expected: 12).*

Hour: 9:00-9:50 MWF

CHAKKALAKAL

ENGL 201(F,S) 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.

English

Requirements may vary by section, but usually include two papers, sometimes a midterm exam, and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 30 per section (expected: 25 per section). Two sections each semester.*

(Pre-1700)

Hour: 8:30-9:45 TR, 9:55-11:10 TR

1:10-2:25 MR, 2:35-3:50 MR

First Semester: RAAB

Second Semester: DE GOOYER

ENGL 202(F) Modern Drama (Same as Theatre 312)

An introduction to some of the major plays of the late-nineteenth and twentieth centuries, including such works as Ibsen's *The Wild Duck* and *Hedda Gabler*, Strindberg's *The Father* and *Miss Julie*, Chekhov's *The Cherry Orchard*, Wilde's *The Importance of Being Earnest*, Shaw's *Heartbreak House*, Pirandello's *Six Characters in Search of an Author*, O'Neill's *A Long Day's Journey Into Night*, Brecht's *Mother Courage*, Beckett's *Waiting for Godot*, and Stoppard's *Arcadia*.

The course will be taught by a combination of lecture and discussion. Requirements: two 4- to 5-page papers, a scheduled final exam, and regular participation in class discussion.

No prerequisites. *Enrollment limit: 40 (expected: 40).* (Post-1900)

Hour: 1:10-2:25 MR

L. GRAVER

ENGL 204(F) The Feature Film (Same as Comparative Literature 224)

An introduction to film narrative. The major emphasis will be on the formal properties of film as a medium for telling stories, but attention will also be given to theoretical accounts of the nature of cinema and of the viewer's relation to it, to genre, and to significant developments in the history of cinema. Students will view films by such directors as Keaton, Eisenstein, Welles, Renoir, Kurosawa, Hitchcock, and Scorsese. Critical readings will be assigned. Note: This is a *lecture course*, supplemented by occasional required discussion sections. Students who dislike large classes are advised to find another course.

Requirements: two short written exercises; one six-page paper; midterm and final exams.

No prerequisite. *Enrollment limit: 80 (expected: 80). Enrollment preference as follows: (1) English and Comp/Lit. Studies majors; (2) Sophomores; (3) Junior non-majors; (4) Senior non-majors; (5) First-year students.* (Post-1900)

Hour: 11:20-12:35 TR

ROSENHEIM

ENGL 205(F) The Art of Poetry+

This course is not a historical survey (though it moves, roughly, chronologically); neither is it a study of forms (though we will discuss certain formal issues). It is a course in the art of reading. We will read both individual poems and a whole book of poems. We will consider the work of accomplished masters (Donne, Milton, Blake, Dickinson) and more contemporary figures (Lawrence, O'Hara, Berryman).

Requirements: several short papers and occasional writing exercises. Students will also be expected to submit, at the start of each class, one written question in response to the work we plan to discuss.

Prerequisite: a 100-level English course, except 150.

Enrollment limit: 19 (expected: 19). Preference given to first year students (and then sophomores) who have placed out of 100-level courses with a 5 on the AP literature exam.

Hour: 8:30-9:45 TR

GLÜCK

ENGL 207 Arthurian Literature (Same as Comparative Literature 257) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl207.html>)

ENGL 209(F) American Literature: Origins to 1865 (Same as American Studies 209)

American literature from "Origins to 1865," especially as taught in New England, once meant a single tradition, beginning with Puritan writers and culminating with Emerson and Whitman. We shall certainly pay close attention to this tradition: towards the start of the course, we will read such Puritan writers as the poets Anne Bradstreet and Edward Taylor, and the theologian Jonathan Edwards; towards the end, we will read the canonical authors of the American Renaissance (Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson). But we will complicate the assumption of a single tradition by reading some pre-1620 works translated into English (e.g., Columbus, Native-American trickster tales), some writing from the South (e.g., Jefferson), and African-American writing (e.g., Harriet Jacobs, Frederick Douglass).

Requirements: one 4- to 5-page paper, one 6- to 8-page paper, a final exam, and class participation.

English

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 40 (expected: 40).* (1700-1900)

Hour: 2:35-3:50 MR

D. L. SMITH

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 Mark Twain, 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 Henry James, Chopin, Chesnutt, Stevens, Hughes, Hurston, Faulkner, Ellison, Ginsburg, Pynchon, Morrison, and Cisneros.

Requirements: two papers, midterm and final exams.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 40 (expected: 40).* (Post-1900)

Hour: 1:10-2:25 TF

WEAVER

ENGL 211(F) British Literature: Middle Ages Through the Renaissance

A survey of the major figures and movements of English literature through the first part of the seventeenth century: *Beowulf*, Chaucer, Marlowe, Spenser, Shakespeare, Donne, and others. The goal of the course is a critical and historical understanding of the English literary tradition, with practice in close reading and critical writing. Combination lecture and discussion.

Requirements: frequent electronic journal postings; one or two 5- to 7-page papers; and a scheduled final exam. Students will do about 20 pages of writing and will be evaluated on writing, class participation, and the final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: about 20).* *Preference to sophomores and to first-year students who have placed out of 100-level courses with a 5 on the AP literature exam.* (Pre-1700)

Hour: 11:00-12:15 MWF

KNOPP

ENGL 212(S) British Literature: Restoration Through the Nineteenth Century

A survey of the major figures and movements of English literature from the mid-seventeenth century through the nineteenth century. The movements include Neo-classicism, Romanticism, and Victorianism, and the authors, such notable figures as Milton, Pope, Swift, Johnson, Austen, Wordsworth, Shelley, Byron, Keats, Tennyson, Arnold, and the Brownings.

Format: lecture/discussion. Requirements: class participation, several short papers, two 4- to 6-page papers, an hour test, and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).* (1700-1900)

Hour: 1:10-2:25 MR

S. GRAVER

ENGL 215(F) Femininity on Stage (Same as Comparative Literature 213 and Theatre 215) (See under Theatre for full description.)

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, Joyce, Hurston, Baldwin, Nabokov, and Morrison. Occasional sessions will be scheduled during the term for informal discussions and questions.

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

P. MURPHY and SWANN

ENGL 218(S) Introduction to U.S. Latina and Latino Literature (Same as American Studies 218)*

This course will introduce the student to a diverse body of work by Latino and Latina writers in the United States. Latino and Latina literatures share a history of conflict, resistance, and cultural *mezizaje*, or mixture, and this course will examine the ways in which a select group of authors acknowledge that history and attempt to shape it to their own personal, literary and political ends. For some understanding of context, we will turn to the facts and pressures of immigration, exile, assimilation, bilingualism, and political and economic oppression, as those factors variously affect the means and modes of the particular literary productions we're concerned with. At the same time, the course will emphasize the invented nature of Latino/a literary and cultural "traditions," and it will investigate the place of those inventions in the larger framework of Latino and Latina political projects

such as anti-colonialism, civil rights, and feminism. The reading list will include such authors as Piri Thomas, Julia Alvarez, Cristina García, Americo Paredes, Luis Valdéz, Cherríe Moraga, Sandra Cisneros, Ana Castillo, Junot Díaz, and Oscar Hijuelos.

Requirements: participation in class discussion, three essays, and participation in a web-based forum.

Prerequisite: a 100-level English course, except 150. *Enrollment limit:* 25 (*expected:* 25). (Post-1900)

Hour: 11:20-12:35 TR

CARTER-SANBORN

ENGL 219(S) Literature by Women (Same as Women's and Gender Studies 219)

This course will consider literary works by women in English as occasions where women acknowledge and confront both each other and a literary culture which has traditionally defined feminine identity and excluded female voices. Among the issues we will explore are: Are there significant intertextualities amongst women writers, enough that we might argue for women's literary "traditions," either in terms of form or content? What are the unique difficulties women face as creators, as opposed to just subjects, of literature? Can writing serve as a form of resistance, and if so, how? How is femininity articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? While including a wide range of women, the course may study in greater depth such writers as Charlotte Brontë, Emily Dickinson, Kate Chopin, Virginia Woolf, Adrienne Rich, Sylvia Plath, Toni Morrison, Jeannette Winterson, Audre Lorde, and Maxine Hong Kingston.

Requirements: one 4- to 5-page essay, one 6- to 8-page essay, midterm and final exams.

No prerequisite. *Enrollment limit:* 40 (*expected:* 25-30). (Post-1900)

Hour: 9:55-11:10 TR

KENT

ENGL 220(F,S) 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 include: W. E. B. DuBois, Langston Hughes, Zora Neale Hurston, Richard Wright, Ralph Ellison, Toni Morrison, and Ishmael Reed.

Requirements: a series of quizzes, three short papers, and possibly a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit:* 35 *per section* (*expected:* 35 *per section*). *One section each semester.* (Post-1900)

Hour: 9:55-11:10 TR

11:00-12:15 MWF

First Semester: FARRED

Second Semester: D. L. SMITH

ENGL 221(F) Asian American Literature and Culture (Same as American Studies 221)*

This discussion-oriented survey course focuses on betrayal as a prominent motif in Asian American texts (fiction, poetry, drama, and video documentary). Certain stereotypes of Asian Americans rely on the figures of the spy and the turncoat, which confirm popular perceptions of Asian Americans as perpetual aliens. At the same time, the model minority myth declares Asian Americans to be the most assimilable of racial minorities. In this course, we will ask why and how Asian American writers and filmmakers have foregrounded acts of betrayal in their work in relation to the following larger topics: assimilation, feminism, nationalism, translation, generational conflict, labor exploitation, and immigration. Finally, we will consider how accusations of race betrayal have united and divided Asian American communities and readerships. Possible authors and filmmakers include: Carlos Bulosan, Meena Alexander, Maxine Hong Kingston, David Henry Hwang, Chang-rae Lee, Bharati Mukherjee, Lois-Ann Yamanaka, Sui Sin Far, Fae Ng, Lawson Inada, Kimiko Hahn, Loni Ding, and Renee Tajima-Pena.

Requirements: two short reader responses, two 4- to 6-page papers, and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit:* 25 (*expected:* 15-20). *Preference to majors in English or American Studies.* (Post-1900)

Hour: 2:35-3:50 TF

SEE

ENGL 231T(F,S) Literature of the Sea (Same as American Maritime Studies 231T) (Offered only at Mystic Seaport.)

(See under American Maritime Studies for full description.)

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.

English

ENGL 222(F) Studies in the Lyric+

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 a poem a poem (tone, image, rhetorical persuasion, lyric audience, versification, form). In the second half of the semester we will focus on two writers, John Donne and John Keats, to see how an individual poet uses and adapts lyric conventions to develop a distinctive style and vision. Students will also have an opportunity to analyze lyric criticism, and to put it to use in their final essay.

Requirements: active classroom participation, frequent short writing assignments, and a final 7-page paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19)*. (Criticism)

Hour: 9:55-11:10 TR

I. BELL

ENGL 223(F) Voyages of Discovery (Same as Comparative Literature 211)+

Homer's *Odyssey*, Coleridge's *Rime of the Ancient Mariner*, and Equiano's *The Interesting Narrative of the Life of Olaudah Equiano, the African*, all share a narrative structure: in each, an individual leaves home for "new" worlds, landscapes that test the adventurer's capacity to suffer, survive, and sometimes, conquer. This course will look at a series of narratives of discovery, including literary works (*The Odyssey*, Defoe's *Robinson Crusoe*, Walcott's *Omeros*), non-fiction texts (Harriot's *A Brief and True Report of the New Found Land of Virginia*, *The Interesting Narrative of the Life of Olaudah Equiano, the African*, and other travel and captivity narratives), and a contemporary film. Our discussions will examine the founding assumptions of these narratives: how does each represent "home," the "individual," the "new" world and its inhabitants, the value and aim of the journey? We will also speculate about the relation of these narratives to broader cultural projects like nation-building and colonial expansion and conquest. The course will simultaneously focus on developing students' critical skills.

Requirements: four or five short formal essays, including at least one revision; short informal writing assignments; and one group oral presentation.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 18 (expected: 18)*.

Hour: 1:10-2:25 TF

SWANN

ENGL 225(S) Romanticism and Modernism+

The literature of Europe in the nineteenth- and twentieth-centuries was dominated by two large-scale aesthetic movements: Romanticism, arising near the beginning of the nineteenth century, and Modernism, arising near the beginning of the twentieth. Both of these movements were "revolutionary," insisting on their departure from the past, and this similarity is part of the many continuities between the two. Through a study of poetry, prose, and narrative, this discussion course will investigate the nature of these two movements: their interest in common language, their use of symbolism, the relationship between democracy and art, and their formulations of the purposes of art. The larger aim is to sharpen students' ability to think critically about literary history and the relationships between individual writers and the broader energies of culture; considerable attention will be paid to writing and argument. Writers likely to be studied include Mary and Percy Shelley, Tennyson, Baudelaire, Yeats, Dickinson, T. S. Eliot, Woolf, and Joyce.

Requirements: four or five writing assignments.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 per section (expected: 19 per section). Two sections. (1700-1900 or Post-1900)*

Hour: 2:35-3:50 MR, 2:35-3:50 TF

P. MURPHY

ENGL 228(F) Augustan and Modernist Satire+

Why did the genre of satire flourish to such an extent in Britain in the eighteenth century, and again experience a resurgence in the early twentieth century? By reading satire from both periods in conjunction, including works by Dryden, Swift, Pope, Rochester, Congreve, T. S. Eliot, Pound, Lewis, Huxley, and Orwell, this course will explore the strategies of satire as a mode of cultural criticism. The issue of whether satire is an inherently conservative or progressive genre will be raised, along with questions of literary form and its deformation. Students will read some literary criticism in conjunction with the primary texts.

Requirements: class participation, four papers of varying length (3-4 pages early on, and up to 6-8 pages), and e-mail responses.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19)*. (1700-1900 or Post-1900)

Hour: 1:10-2:25 MR

NOHRNBERG

ENGL 230(S) Introduction to Literary Theory (Same as Comparative Literature 240)+

This course will introduce students to some of the most significant and compelling trends in modern criticism—such as gender theory, deconstruction, new historicism, and psychoanalytic criticism—in an applied, hands-on way. The course will consider a few primary texts from different eras—a Shakespearean play, a nineteenth-century novel, a contemporary film, for example—each in terms of a variety of theoretical approaches. Can *King Lear* be read as a feminist text? a site of class struggle? a staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory, even about what it means to be engaged in the discipline of literary analysis.

Requirements: 15-20 pages of writing in the form of short papers, and participation in a web-based forum.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19).* (Criticism)

Hour: 11:00-12:15 MWF

CARTER-SANBORN

ENGL 232(S) Wonder (Same as Comparative Literature 212)+

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 course, 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 literary domains: the Renaissance tradition on wonder and the marvelous; the eighteenth-century analysis of the sublime; and the mid-twentieth-century critique of Enlightenment thought. We will consider writers such as Shakespeare, Wordsworth, Borges, and Nicholson Baker (all wonderful); painters such as Leonardo, Vermeer, and Courbet; some recent films, including *Titanic*; and critical or philosophical writers, including Aristotle, Edmund Burke, and Walter Benjamin.

Requirements: four or five short essays, including at least one revision, and active participation in discussion.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19).* (Criticism)

Hour: 1:10-2:25 TF

PYE

NOTE: 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.

ENGL 304 Dante (Same as Comparative Literature 317) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://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 in reading and pronouncing 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, as well as frequent electronic journal postings, one or two 5-7 page papers, and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 15-20).* (Pre-1700)

Hour: 11:20-12:35 TR

KNOPP

ENGL 306(S) Cervantes' Don Quixote (Same as Comparative Literature 303 and Spanish 303)+

(See under Romance Languages—Spanish for full description.)

Note: This course counts in English as pre-1700.

ENGL 308(S) Medieval Dream Vision (Same as Comparative Literature 308)

If psychologists and anthropologists are the guides to dream territory for the twentieth century, theologians, philosophers, and poets were the explicators of dream—and vision—experience for

English

the Middle Ages. Biblical precedent gave these phenomena the status of divine revelation, from Joseph's interpretations of dreams in the Old Testament to John's vision of last things in the concluding book of the New Testament, the Apocalypse. Dreams arising from physical or psychological *human* causes had little meaning or interest for medieval dream theorists. However, there was enormous anxiety and debate about how to tell the difference between "true" and "false" dreams. This debate, in turn, inspired an enormous amount of literature, both religious and secular, serious and playful, that made "dream vision" one of the leading genres of the Middle Ages. The author of *Sir Gawain and the Green Knight* wrote *Pearl* (thought by some to be a greater masterpiece than the well-known romance). Chaucer wrote four: *Book of the Duchess*, *House of Fame*, *Parliament of Fowls*, and *Legend of Good Women*. The third great poet of the fourteenth century, William Langland, wrote *Piers Plowman*. We will read these and earlier examples of the genre that set the patterns for them: Macrobius' *Commentary on the Dream of Scipio*, Boethius, *The Consolation of Philosophy*, and Guillaume de Lorris and Jean de Meun, *The Romance of the Rose*. The goal of the course is to introduce students to a major medieval literary tradition, and to develop skills in close reading and effective critical writing. Combination lecture and discussion.

Requirements: frequent short electronic journal postings, and two or three 6- to 8-page papers. Students will be evaluated on writing and class participation.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 15). Preference to English and Comp/Lit. Studies majors and qualified non-majors.* (Pre-1700)

Hour: 9:55-11:10 TR

KNOPP

ENGL 315(S) The Poetry of Milton

A study of several of Milton's major works, emphasizing his development as a poet. Readings will include "On the Morning of Christ's Nativity," "L'Allegro," "Il Penseroso," "Lycidas," *Paradise Lost*, some sonnets, and some passages from "Areopagitica."

Requirements: two 5-page essays, and a 10-page final essay.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Pre-1700)

Hour: 1:10-2:25 TF

DE GOOYER

ENGL 316(S) The Art of Courtship

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 English autobiography, social debates over poetry, the theater, sexuality, clandestine marriage, women's lawful liberty, and the preservation or destruction of the social order. There will be short lectures, student presentations, and lots of discussion.

Requirements: weekly journal entries, one 5-page paper, and a final research paper of 10-12 pages.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: about 20).* (Pre-1700)

Hour: 11:00-12:15 MWF

I. BELL

ENGL 319T(S) Shakespeare in Love (Same as Theatre 319T)+

What made Shakespeare's dramas of love phenomenal popular successes as well as enduring works of art? After viewing *Shakespeare in Love*, students in this tutorial course will read, analyze, and discuss in depth three Shakespearean tragedies and two Shakespearean comedies: *Romeo and Juliet*, *A Midsummer Night's Dream*, *As You Like It*, *Othello*, and *Antony and Cleopatra*. We will examine the ways in which attitudes toward love evolve as Shakespeare's poetic style and dramatic technique mature, and the genre shifts between tragedy and comedy.

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. Emphasis will be on analyzing and generating interpretations of Shakespearean drama, constructing critical arguments, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10). Preference to majors in English and Theatre.* (Pre-1700)

Hour: TBA

I. BELL

ENGL 321 Samuel Johnson and the Literary Tradition (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl321.html>)**ENGL 323T(S) A Novel Education+**

All novels are conscious of their readers; eighteenth-century novels are *obsessed* with them. In the century when the genre first flourished, readers are the ultimate objects of novelists' plots. We are addressed, teased, pleaded with, embarrassed, flattered, made fun of, praised, chided, solicited, warned, reminded, rebuked, asked for sympathy, and—always—closely watched. Eighteenth-century novelists—and their narrators—aggressively educate their readers, not only teaching us how to interpret the novel itself, but also demanding that we self-consciously question the powers of mind and habits of heart we bring to the process of interpreting a book, ourselves, and our world. In this tutorial course, we will explore the narrative and rhetorical strategies two of the century's greatest novelists use in creating, shaping, and finally educating their readers. We will focus principally on Henry Fielding's *Tom Jones* (1749) and Laurence Sterne's *Tristram Shandy* (1760-67)—long, brilliantly intricate novels that go about their work in very different ways, but that are equally committed to the project of giving their readers a novel education. We'll consider—much more briefly—Fielding's *Joseph Andrews*, Sterne's *A Sentimental Journey*, and Bunyan's *Pilgrim's Progress*. We will also read criticism by such "reader response" theorists as Stanley Fish and Wolfgang Iser, and—in the individualized setting of a tutorial—students will be asked to develop and articulate their own theories of reading by critically examining the ways in which texts affect and educate them.

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.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10).* (1700-1900 or Criticism)

Hour: TBA

FIX

ENGL 327(S) British Literature and the Colonial Subject

What is the relation between the "subject" of British colonialism and the nation's dominant literary culture? During the eighteenth and nineteenth centuries, England's colonial interests in Africa, India, the South Pacific and the West Indies, and its involvement in the slave trade, generated a wealth of writing: travel and slave narratives, official and company documents, anthropological and philosophical accounts of "race," and polemics for and against empire and the slave trade. During the same period, British literary culture was increasingly viewed as a sign of its power and prestige among nations. This course has two related aims: (1) We will read documentary and fictional accounts of British colonial rule, primarily from the mid-eighteenth- through the early-nineteenth centuries, assessing how these accounts portray and/or challenge the perspectives of British imperial power, and how they attempt to render the colonized subject. (2) Against these narratives, we will read more canonical literature of the period, asking to what extent its formal characteristics and thematic concerns reflect or respond to the discourses of colonialism. What are the connections between the lyric "I" as it emerges in late eighteenth-century poetry and the imperial "I/eye"? Between the rural or common subjects of Romantic poetry and the subjects of colonial rule? Between the land- and sea-scapes of colonial voyage narratives and those of the loco-descriptive poem? Our texts will include travel and slave narratives (e.g., John Stedman's *Narrative, of a Five Year's Expedition, Against the Revolted Negroes of Surinam*, Equiano's *The Interesting Narrative of the Life of Olaudah Equiano, the African*), debates on "race" and the slave trade (including polemics and philosophical arguments by Thomas Clarkson, Samuel Taylor Coleridge, and Quobba Cugoana), "novelizations" of slave revolts by John Thelwall and Maria Edgeworth, poetry and prose by Samuel Johnson, William Blake, William Wordsworth, and Coleridge, and some modern theory.

Requirements: three 5- to 8-page formal essays, and frequent short writing assignments.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: about 20).* (1700-1900)

Hour: 1:10-2:25 TF

SWANN

ENGL 331(F) 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.

English

Requirements: two shorter papers and a longer final paper.

Prerequisite: a 100-level English course, except 150; some further study of poetry desirable. *Enrollment limit: 25 (expected: 25)*. *Preference to English majors*. (1700-1900)

Hour: 2:35-3:50 MR

P. MURPHY

ENGL 333(F) Nineteenth-Century British Novel

A study of major works from what is often considered the Golden Age of the novel. A central focus of the course will be on the evolution of the realist novel, and the aesthetic and social implications of realism as a method, but we will also look at alternative strains in fiction of the period, such as the Gothic and "sensation" novels. Probable texts will include Austen's *Persuasion*, Brontë's *Wuthering Heights*, Dickens's *Bleak House*, Trollope's *The Warden*, Braddon's *Lady Audley's Secret*, Eliot's *Middlemarch*, and Forster's *A Room With a View*.

Requirements: heavy reading load; flexible writing requirement: options include short papers, journal, final exam, and a 12- to 15-page final paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25)*. (1700-1900)

Hour: 11:00-12:15 MWF

CASE

ENGL 337(S) Victorian Culture

Victorian writers and intellectuals were profoundly conscious of themselves as living in a distinctive age. Materially, the combination of the Industrial Revolution and colonial holdings created vast wealth—with its accompanying conspicuous consumption and nouveau-riche "vulgarity"—side by side with a depth and scale of poverty and human suffering never seen before. Socially and intellectually, many saw it as an "age of transition": as John Stuart Mill put it, "Mankind have outgrown old superstitions and old doctrines, and have not yet acquired new ones." Responses ranged from nostalgic depression (Matthew Arnold sadly "Wandering between two worlds, one dead/The other powerless to be born") to exuberant optimism (Elizabeth Barrett Browning celebrating "this live, throbbing age/That brawls, cheats, maddens, calculates, aspires/And spends more passion, more heroic heat/Betwixt the mirrors of its drawing rooms/Than Roland with his knights at Roncevalles"), but nearly all took extremely seriously their roles as critics and conceptual architects of a new world.

This course will examine Victorian literary culture in its broader social context, looking at the ways writers engaged with constructions of class, nationality, gender, and the role of the artist and intellectual within society, and tracing the shift from High Victorian earnestness to the Late Victorian "aesthetic" reaction against it. Primary attention will be on poetry and non-fiction prose, together with a few short novels and plays, by such writers as Arnold, Robert and Elizabeth Barrett Browning, Thomas Carlyle, Charles Darwin, Elizabeth Gaskell, Harriet Martineau, Mill, Walter Pater, Christina and Dante Gabriel Rossetti, John Ruskin, and Oscar Wilde. This course will be taught by a mixture of lecture and discussion, punctuated by an occasional slide show.

Requirements: three short papers and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: about 20)*. (1700-1900)

Hour: 2:35-3:50 TF

CASE

ENGL 338(S) Literature of the American Renaissance (Same as American Studies 338)

This course centers on American writing from the quarter century before the Civil War. In the first half of the next century, a consensus emerged about who ought to be celebrated as the great writers of the earlier period, and the idea of the "American Renaissance" was born. But such judgments are never final, and we need to be concerned with how they are made. Some of the writers we shall take up are the Transcendentalists and their allies (Emerson, Thoreau, Whitman); some had visions considerably darker than those of the Transcendentalists (Poe, Hawthorne, Melville, Dickinson); some registered the impact of slavery on contemporary notions of America and the American self (Jacobs, Stowe). We shall consider all these authors, and the experiments in literary form that their visions entailed.

Requirements: one 4- to 5-page paper, one 6- to 8-page paper, and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25)*. (1700-1900)

Hour: 11:20-12:35 TR

LIMON

ENGL 339(S) Postcoloniality and Empire in U. S. Literature and Culture (Same as American Studies 339)*

The editors of the influential 1989 anthology, *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*, notoriously claimed that the "first post-colonial society to develop a 'national' literature was the USA." Despite the originary status here assigned to the U.S., the U.S. is persistently imagined as a nation or as a former British colony but not as an empire. Indeed, the

stability of America's self-conception as a nation depends upon the eschewal of its imperial history and impulses. This discussion course provides an overview of the literary and cultural legacies of a specific period of U.S. imperialism. It is designed to focus primarily on the continuing impact of the late nineteenth-century and early twentieth-century transoceanic wars (against Hawaii, Cuba, Guam, Puerto Rico, and the Philippines) that established the U.S. as a global power. Yet we will also address both the possibilities and limitations of applying models of colonialization to the histories and literatures of U.S. racial minorities. Possible authors and filmmakers include: Amy Kaplan, Marlon Fuentes, Gayatri Spivak, Homi Bhabha, Ronald Takaki, Jessica Hagedorn, Angel Shaw, Oscar Campomanes, Carmelita Tropicana, Inderpal Grewal, Le Ly Hayslip, Coco Fusco, Gloria Anzaldúa, and Haunani-Kay Trask.

Requirements: one oral presentation, one or two short reader responses, one short paper, and one long paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 15).* (Post-1900 or Criticism)

Hour: 2:35-3:50 TF

SEE

ENGL 341(S) 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, the AIDS pandemic, and the emergence of a transgender movement have had on queer cultural production. Readings may include works by the following authors: Butler, Sedgwick, Foucault, Freud, James, Lorde, Stein, Hughes, Cather, Larsen, Almaguer, Diaz, Pratt, Feinberg, and Fitzgerald, as well as screenings of contemporary videos and films.

Requirements: active class participation, several short writing assignments, two 5-page papers, and one 8- to 10-page paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* *Preference to English majors and/or students interested in Gender/Queer Studies.* (Post-1900 or Criticism)

Hour: 2:35-3:50 TF

KENT

ENGL 344(S) Imagining American Jews (Same as American Studies 344)

Jewish life in America has been the subject of some of the most interesting and highly regarded works of recent literature. Focusing on novels and stories by such writers as Abraham Cahan, Henry Roth, Saul Bellow, Bernard Malamud, Grace Paley, Philip Roth, Cynthia Ozick, Louis Begley and Art Spiegelman, the course will explore the changing images of the Jew as depicted in fiction from 1917 to the present.

Requirements: two 4- to 5-page papers, occasional student presentations in class, active participation in discussion, and a scheduled final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 30 (expected: 20-25).* *Preference given to seniors, juniors, and sophomores.* (Post-1900)

Hour: 1:10-2:25 MR

L. GRAVER

ENGL 345(F) The Black Arts (Same as American Studies 345)*

During the period from 1965-1976, many writers attempted to develop a literary art based on new emerging conceptions of “blackness.” This course will examine what they understood a “black aesthetic” to be, and how this understanding affected their writing. With a careful eye to their political and cultural contexts, this course will consider poetry, drama, essays, and fiction by such writers as Amiri Baraka, Sonia Sanchez, Nikki Giovanni, Ishmael Reed, and Toni Cade Bambara.

Requirements: one 5-page paper, one 15-page paper, regular participation in discussions, and regular class attendance.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: about 20).* (Post-1900)

Hour: 11:20-12:35 TR

D. L. SMITH

English

ENGL 346(F) U.S. Women of Color: Public and Private Cultures (Same as American Studies 346 and Women's and Gender Studies 346)*

This course will explore cultural production and consumption by "women of color" in the U.S., with a focus on the way various groups have negotiated the presumed gap between private experience and public or political form. Historical, social, and cultural connections and disjunctions between African-American, Arab-American, Asian-American, Native-American, Latina, and other women will be examined, especially in the context of feminism and cultural nationalism; and we will explore the varied ways in which family, labor, and leisure practices can place women of color in social positions which themselves blur the distinction between private and public culture.

Requirements: active participation, several short assignments, and a longer final paper.

Prerequisite: American Studies 201, *or* a 100-level English course, except 150, *or* Women's and Gender Studies 101. *Enrollment limit: 25 (expected: 25).* (Criticism *or* Post-1900)

Hour: 1:10-3:50 W

CARTER-SANBORN

ENGL 347 Henry James (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl347.html>)

ENGL 353(S) Modern Poetry

An exploration of the major trends in British and American poetry between 1900 and 1945, centering on the radical aesthetic and formal shifts which took place during the Modernist movement, the changing authorial and public perceptions of the place and function of poetry in the period, the cross-pollinations and strains between the British and American literary traditions, and the writers' individual negotiations with the culture of their time. Readings will focus primarily on the poetry of W. B. Yeats, Robert Frost, T. S. Eliot, Wallace Stevens, William Carlos Williams, Ezra Pound, Marianne Moore, and W. H. Auden.

Requirements: two papers (totaling 15 pages), regular short journal responses to readings, a final exam, and active participation in class discussions.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Post-1900)

Hour: 1:10-2:25 TF

PETHICA

ENGL 354 Contemporary American Poetry (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://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*, Ishmael Reed's *Mumbo Jumbo*, Toni Morrison's *Beloved*, Don DeLillo's *White Noise*, and one or two other novels. Though the class is not a seminar, all class meetings will be centered on discussions of the books.

Requirements: class participation, a 4- to 6-page paper, a 6- to 8-page paper, and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* *Priority given to senior; then junior English majors.* (Post-1900)

Hour: 8:30-9:45 TR

LIMON

ENGL 360 James Joyce's Ulysses (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl360.html>)

ENGL 361(F) Nabokov and Pynchon

After a brief comparative study of their short stories, the course will focus on selected novels by each author. Texts include: *Pnin*, *Lolita*, and *Pale Fire* by Nabokov; and, by Pynchon, *The Crying of Lot 49*, and *Gravity's Rainbow* (to which a substantial portion of the latter part of the course will be devoted).

Requirements: two 7- to 8-page papers and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* *Not open to first- or second-year students.* (Post-1900)

Hour: 2:35-3:50 TF

FIX

ENGL 363(S) Modernism and Mass Culture

How did writers of the first half of the twentieth century respond to the emergence of what we now call the mass media? By reading the novels, poems, and criticism of modernist authors, including Ford, Huxley, T. S. Eliot, Pound, Stein, and Sayers, students will have a broader window into the

social and cultural exigencies felt by writers of the time. Broader tenets of modernist ideology, such as impersonality and the use of myth, will be considered in light of mass cultural developments, including the invention of the tabloid and the phonograph. Recent ideas about class allegiances among the modernists will be explored, particularly as they relate to modernism's fascination with popular culture and advertising. Students will read literary criticism in conjunction with the primary texts.

Requirements: class participation, one 5- to 7-page paper, and one 8- to 10-page paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: about 20).* (Post-1900 or Criticism)

Hour: 1:10-3:50 W

NOHRNBERG

ENGL 365(S) Studies in Dramatic Literature: British and Irish Drama Since 1956 (Same as Theatre 313)

A comparative study of recent major developments in British and Irish theater. We will consider how the work of British playwrights responds to the country's post-Imperial decline in the period since the Suez Crisis, and to the broader epistemological and theatrical challenges of constructing history and cultural identity in the wake of postmodernism. Readings will include plays by John Osborne, Harold Pinter, Samuel Beckett, David Hare, and Tom Stoppard. Our consideration of parallel concerns with history, identity, and representation in work from the Irish Republic—a nation which has emerged from cultural insularity and poverty into burgeoning economic prosperity and exuberant cultural self-assertion in recent decades—will include readings of plays by John B. Keane, Hugh Leonard, Brian Friel, Frank McGuinness, and Martin McDonagh.

Requirements: two papers (totaling 15 pages), and regular journal responses to readings.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Post-1900)

Hour: 2:35-3:50 MR

PETHICA

ENGL 366(F) Modern British Fiction

This course explores the range of fiction being produced within the British tradition in the first half of the twentieth century, and includes novels by Ford (*The Good Soldier*), Conrad (*Heart of Darkness* and *The Secret Agent*), Kipling (*Kim*), Joyce (*Ulysses*), Woolf (*To the Lighthouse*), and Forster (*A Passage to India*). The relationship of these works to three issues central to modern life in Britain (and Ireland) will be brought out over the course of the semester: the rise of mass culture; the emergence of female suffrage and feminism; and the demands of empire and imperialism. At the same time, the course will cover some of the important formal developments that shaped the novels of this period, including experiments in narrative point-of-view, stream-of-consciousness, and the uses of symbols and myths to create non-narrative structures of meaning.

Requirements: class participation, two papers, and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Post-1900)

Hour: 9:55-11:10 TR

NOHRNBERG

ENGL 368(F) Language, Performance, and Culture (Same as Comparative Literature 368)

What is a word? How does it function, or appear to function? Can we ever truly communicate or understand what is said? Do we produce, or perform, language—or does language shape us? This discussion-oriented course provides an introduction to thinking about meaning and verbal expression through fairly complex language-related theory, read against lighter dramatic works and other cultural materials. Theory covered will include readings by Saussure, Wittgenstein, Austin, Heidegger, Derrida, Butler, Haraway, and others. Materials examined will include plays by Chekhov, Wilde, Beckett, Mamet, Churchill, and others, as well as Dr. Seuss' *Green Eggs and Ham*, clips from Marx Brothers films, and simple computer-based talking robots whose linguistic programming students will analyze and reformat (no computer knowledge necessary).

Requirements: active participation, several short writing and group assignments, one 5- to 7-page paper, one 10- to 12-page paper, a short presentation, and a take-home final exam. Students will be evaluated on the basis of effort, engagement, and depth of exploration.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* *Preference to English and Comp/Lit. Studies majors.* (Post-1900 or Criticism)

Hour: 7:00-9:30 p.m. M

SALAMENSKY

ENGL 371 Feminist Theory and the Representation of Women in Film (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl371.html>)

English

ENGL 373(F) Modern Critical Theory (Same as Comparative Literature 343)

This course will explore the complex and provocative work of a variety of contemporary theorists in terms of a few fairly simple questions: What are we up to when we read literary texts? What norms or conventions inform even our most casual interpretive act, and where do they come from? What forms of pleasure and what assertions of power are entailed in reading and writing, and how do our literary pursuits bear on questions of sexual and political desire? Although we will range beyond these authors, this semester we will focus especially on the work of Jacques Derrida, Jacques Lacan, and feminist theorists. In order to keep our own activities as readers at the forefront, we will enter into the critical fray by way of a variety of specific literary texts and films, including novels by Virginia Woolf and Margaret Duras, poems by Sylvia Plath and Louise Erdrich, films by Werner Herzog and Billy Wilder.

Requirements: two papers—one shorter, one longer.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Criticism)

Hour: 11:20-12:35 TR

PYE

ENGL 376 Documentary Technologies (Same as ArtS 384) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl376.html>)

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: 2:35-3:50 MR

D. L. SMITH

ENGL 380 The Art of Modern Crisis (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl380.html>)

ENGL 383T(F) Tutorial in Memoir+

A tutorial workshop designed to explore the problems and possibilities that arise in the composition of memoir. Students will do two kinds of writing: critical analysis of published memoir (writers will include Vladimir Nabokov, Jamaica Kincaid, and Tobias Wolff), and memoir of their own. In keeping with the tutorial format, students will meet in pairs with the instructor once each week; during these meetings, students will present a short paper or piece of memoir, or join the instructor in responding to one such paper or work of memoir.

Evaluation will be based on class participation, short writing assignments, and forty final pages of original memoir.

Prerequisite: English 206, 283, 286, or 379, or permission of the instructor. *Enrollment limit: 10 (expected: 10).* *If the course is overenrolled, enrollment decisions will be based on writing samples.*

Hour: TBA

K. SHEPARD

ENGL 390(S) Four Directors (Same as Comparative Literature 390)

Artistically-made film not only “re-presents” life, but suggests new “ways of seeing” it in general. This lecture/discussion course provides in-depth exploration of the work of four groundbreaking film directors whose works manifest wildly divergent visions. We will study Howard Hawks’ “screwball” comedy romances (for instance, *His Girl Friday*); Alfred Hitchcock’s dark dramas of crime, horror, and the psyche (for instance, *Vertigo*); Jean-Luc Godard’s irreverent, coolly stylish constructions (for instance, *Breathless*); and Ingmar Bergman’s lyrical avant-garde masterpieces (for instance, *Persona*). Background readings in general film structure and theory will also be included.

Requirements: Several short writing and group assignments, four 4- to 5-page papers, a short in-class presentation, and a final exam. Student performance will be evaluated on the basis of effort, engagement, and depth of exploration.

Prerequisite: a 100-level English course or English 204. *Enrollment limit: 25 (expected: 25).* (Post-1900)

Hour: 1:10-3:50 W

SALAMENSKY

ENGL 391 Kafka and His Descendants (Same as Comparative Literature 391) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl391.html>)

ENGL 393(F) Good Girls, Bad Girls*

This course is a mapping of contemporary diasporic Indian women's fiction. Beginning with the moment of partition, this course will explore the ways in which Indian women in the diaspora have produced a literary voice—or, more accurately phrased, the range of voices they have produced—that engages a wide spectrum of issues. Writing against the backdrop of India as a cultural, political, and social reality (an all pressing reality, in many cases), writers from Bapsi Sidhwa to Shani Mootoo have undertaken the project of articulating the experience of women—and frequently the diasporic community at large—struggling to make a home for themselves in the metropolis. The difficulties of adaptation and accommodation, as these works show, emerge not only from outside but from within the very community they claim as theirs. Issues such as domestic violence, abuse, the repression of female desires, the silencing of female voice, the resilience and power of tradition, the expectation of family, the pressure to conform to accepted notions of “Indian-ness” (a category of experience frequently challenged by these women), are all questions taken up by these authors. And, in a range of literary genres and styles—from the humorous realism of Meera Syal to the fantastic postmodern “realism” of writers such as Mootoo, Divyakaruni, and Sunetra Gupta, from the “traditional (serious) fiction” to literature of the more popular variety. By working through these different novels, this course attempts to understand the particular ways in which diaspora has impacted Indian women's lives in Anglophone societies such as England and the U.S., and to think about the kinds of opportunities diaspora has afforded these authors.

Readings will include: Bapsi Sidhwa, *Cracking India*; Ruth Prasad Jhabvala, *Shards of Memory*; Chitra Banerjee Divakaruni, *The Mistress of Spices*; Meena Alexander, *The Shock of Arrival*; Kamala Das, *My Story: The Compelling Autobiography of . . .*; Meera Syal, *Anita and Me*; Ginu Kamani, *Jungle Girl*; Sunetra Gupta, *A Sin of Colours*; Shauna Baldwin Singh, *What the Body Remembers*; Jhumpa Lahiri, *The Interpreter of Maladies*; Kirin Narayan, *Love Stars and All That*; Manju Kapur, *Difficult Daughters*; Mira Kamdar, *Motiba's Tattoos*; Shani Mootoo, *Cereus Blooms at Night*; and Marina Tamar Budhos, *The Professor of Light*.

Requirements: required attendance, two class presentations, two 6-page essays and one 8-page essay.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 22 (expected: 22).* (Post-1900)

Hour: 7:00-9:30 p.m. M

FARRED

ENGL 394(S) The Pre-Civil War Slave Narrative as a Genre (Same as History 363)

(See under History for full description.)

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 majors pursuing departmental honors.

CASE, Director of Honors

ENGL W030 Honors Colloquium: Specialization Route

Required during winter study of all seniors admitted to candidacy for honors *via* the specialization route.

ENGL W031 Senior Thesis

Required during winter study of all seniors admitted to candidacy for honors *via* the thesis route.

MAJOR SEMINARS

Major Seminars are small discussion classes oriented around a long final paper and focusing in depth on a particular set of literary or representational issues. Because they entail the kind of sustained, independent work required for a longer paper, Major Seminars are particularly suitable to students contemplating Honors or graduate work in English. But they should also be attractive to any student looking for intensive intellectual engagement in the context of a small discussion class.

Preference for admission to Major Seminars will go to junior and senior English majors who have not taken such a course before. Thereafter, preference will be given to non-majors for whom a seminar would fulfill a requirement of a College program or department.

English

ENGL 311(S) Studies in Shakespeare: Shakespeare and the Theorists (Same as Theatre 315)

Shakespeare studies has in recent years involved a remarkable confluence of critical methods, something like a cross-section of the discipline of literary criticism today: Feminist theory, Marxism and Cultural Materialism, New-Historicism, Post-Structuralist and Psychoanalytic theory. We will focus on a few plays in depth—*As You Like It*, *King Lear*, and *Antony and Cleopatra*—engaging them “in their own right” (we’ll have reason to wonder what that means) and in relation to a range of critical and theoretical writings from Samuel Johnson to Luce Irigaray.

Requirements: one short essay, a 15-page term paper (with individual conferences preparatory to that paper), and active participation in class discussions.

Prerequisite: a 100-level English course, except 150. *Major Seminar. Enrollment limited to 15 (expected: 15). Preference to majors in English and Theatre. (Pre-1700 or Criticism)*

Hour: 1:10-2:25 MR

PYE

ENGL 330(F) The Brontës: The Making of Myths

This course will explore the evolving mythic power and enduring imaginative force of the art the Brontës created. Readings will begin with the famous fantasy kingdoms the Brontë children—Charlotte, Emily, Branwell, and Anne—produced while living in an isolated parsonage on the Yorkshire moors in mid-nineteenth-century England. We will then turn to three novels by Charlotte (*Jane Eyre*, *Villette*, and *Shirley*), Emily’s poetry and her novel, *Wuthering Heights*, and selected writings by Anne and Branwell. In addition, each student will read and report on one of the many competing biographies of the Brontës. Subjects for discussion will include the Brontës’ own myth-making; the aesthetic transformation of their childhood experiences into fiction and poetry; and the myths generated by contending nineteenth- and twentieth-century biographical and critical accounts of the Brontës.

Requirements: active participation, two panel presentations, one short paper, and a 15-page term paper.

Prerequisite: a 100-level English course, except 150. *Major Seminar. Enrollment limited to 15 (expected: 15). Preference to English majors and concentrators in Women’s and Gender Studies. (1700-1900)*

Hour: 1:10-2:25 MR

S. GRAVER

ENGL 348(F) Faulkner and His Influence

William Faulkner was a great writer in two ways. First, he was the most interesting formal innovator of all the novelists of American modernism (as in *The Sound and the Fury* and *As I Lay Dying*). Second, he was a strange and provocative theorist of race (as in *Go Down, Moses* and *Absalom, Absalom!*). We shall consider both these dimensions of Faulkner, and what they have to do with each other. Then we shall take up novelists in the Faulkner tradition. One of these will be Toni Morrison; others will be from the Southern tradition (I will choose among such writers as Robert Penn Warren, Eudora Welty, Flannery O’Connor, and Bobbie Ann Mason). This course will be conducted entirely as a seminar.

Requirements: one 5- to 8-page paper and one 15-page paper. Students will also report on Faulkner criticism.

Prerequisite: a 100-level English course, except 150. *Major Seminar. Enrollment limited to 15 (expected: 15). Preference to English majors. (Post-1900)*

Hour: 1:10-3:50 W

LIMON

ENGL 375(F) Issues in Literary History

Literary texts preserve human voice—they are “timeless”—but they are also historical objects themselves, rooted in time. Our reading and experience of literature is everywhere and always “historical,” a look through time. In this course we will look closely at the ways in which time matters for readers and writers. What does historical “context” mean, and how much attention should we pay to it? What sort of historical objects do literary texts make? In what ways are writers and their works part of an ongoing historical narrative? We will read a broad spectrum of literary works and critical essays. The literary works will be primarily poetry, from various periods, with special focus on Shakespeare and Dickinson. Critical texts will include formal literary histories and critical essays from several periods, past and present.

Requirements: significant in-class participation and work, one brief paper, and a 15- to 20-page essay on a topic of the student’s own devising.

Prerequisite: a 100-level English course, except 150. *Major Seminar. Enrollment limited to 15 (expected: 15). Preference to English majors. (Criticism)*

Hour: 1:10-2:25 TF

P. MURPHY

ENGL 388(S) Mysteries (Same as Comparative Literature 328)

The bizarre, the inexplicable, the transcendent, the uncanny—mystery manifests itself in many different forms. The private detective, for example, engages in “an adventure in search of a hidden

truth,” in Raymond Chandler’s words. He knows the crime can be solved. Yet much contemporary art seems to withhold the comfort of such certainty. The hidden remains hidden, and mystery looks like an end in itself, an aesthetic principle. This seminar will examine the idea of mystery from a variety of perspectives and through several different artistic forms: fiction by Edgar Allan Poe, Vladimir Nabokov, Henry James, Jorge Luis Borges, Franz Kafka, Flannery O’Connor, and Raymond Chandler; poetry by Robert Frost, Edwin Arlington Robinson, Robert Browning, and W. S. Merwin; paintings by Edward Hopper and Rene Magritte; and films by Howard Hawks (*The Big Sleep*) and Michelangelo Antonioni (*Blow-Up*).

Requirements: class participation, a short paper, and a 15- to 20-page paper.

Prerequisite: a 100-level English course, except 150. *Major Seminar. Enrollment limited to 15 (expected: 15). Preference to English and Comp/Lit. Studies majors. (Post-1900)*

Hour: 9:55-11:10 TR

RAAB

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 each semester (expected: 15 each semester).* Selection will be based on writing samples and/or conferences with the instructor. Preference to students who have preregistered.

Hour: 1:10-3:50 W
2:35-3:50 TF

First Semester: GLÜCK
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 per section (expected: 15 per section). Two sections fall semester; one section spring semester.* Interested students should preregister for the course and attend the first class. Selection will be based on writing samples.

Hour: 7:00-9:30 p.m. M, 1:10-3:50 T
2:35-3:50 MR

First Semester: SPENCER
Second Semester: EPRILE

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. Prerequisite: English 281 *or* permission of the instructor. *Enrollment limit: 15 (expected: 8-10).* Candidates for admission should confer with the instructor prior to registration and submit samples of their writing.

Hour: 1:10-3:50 W

RAAB

ENGL 384(S) Advanced Workshop in Fiction

A course that combines individual conferences with workshop sessions. Workshop sessions will be devoted to both published and student work. Considerable emphasis will be placed on the process of revision.

Prerequisite: English 283 *or* permission of the instructor. *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: 11:00-12:15 MWF

EPRILE

ENVIRONMENTAL STUDIES

Director, Professor KAI N. KEE

Professor: K. LEE. Research Associates: FOX, GARDNER.

MEMBERS OF THE CENTER

HENRY W. ART, Professor of Biology*
LOIS M. BANTA, Visiting Associate Professor of Biology
DONALD deB. BEAVER, Professor of History of Science**
ROGER E. BOLTON, Professor of Economics, Emeritus
MICHAEL F. BROWN, Professor of Anthropology*
JAMES T. CARLTON, Adjunct Professor of Biology and Professor of Marine Science
RONADH COX, Assistant Professor of Geosciences
DAVID P. DETHIER, Professor of Geosciences
RICHARD D. DE VEAUX, Associate Professor of Mathematics*
GEORGES B. DREYFUS, Assistant Professor of Religion
JOAN EDWARDS, Professor of Biology
ANTONIA FOIAS, Assistant Professor of Anthropology
WILLIAM T. FOX, Professor of Geosciences, *Emeritus* and Research Associate in Environmental Studies
SARAH S. GARDNER, Visiting Lecturer in Environmental Studies
DOUGLAS GOLLIN, Assistant Professor of Economics
ELISABETH GOODMAN, Visiting Lecturer in Environmental Studies
MARKES E. JOHNSON, Professor of Geosciences
PETER JUST, Professor of Anthropology
BIRGIT G. KOEHLER, Assistant Professor of Chemistry
KAI N. LEE, Professor of Environmental Studies
MANUEL MORALES, Assistant Professor of Biology
KENDA B. MUTONGI, Assistant Professor of History
RONALD B. NIGH, Class of 1946 Visiting Professor of International Environmental Issues
FRANCIS C. OAKLEY, Professor of History, Emeritus
SHEAFE SATTERTHWAITTE, Lecturer in Art and Planning Associate in Environmental Studies
CHERYL SHANKS, Assistant Professor of Political Science***
STEPHEN C. SHEPPARD, Professor of Economics
DAVID C. SMITH, Senior Lecturer in Biology
DAVID L. SMITH, Professor of English
JOHN W. THOMAN, Jr., Professor of Chemistry
PETER D. VAN OOT, Visiting Professor of Environmental Law
BRADFORD VERTER, Visiting Assistant Professor of Religion
CRAIG S. WILDER, Assistant Professor of History

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 grow to realize the complexity of issues and perspectives and to appreciate that many environmental issues lack distinct, sharp-edged 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 their communities ranging in scale from the local to the global. To this end, the program is designed to develop abilities to think in interdisciplinary ways and to use holistic-synthetic approaches in solving problems while incorporating the knowledge and experiences they have gained from majoring in other departments at the College.

The concentration in Environmental Studies allows students to focus some of their elective courses in an integrated, interdisciplinary study of the environment—that is, the natural world, both in itself and as it has been modified by human activity. 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 deal 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.

Environmental Studies

The program is administered by the Center for Environmental Studies (CES), located in Kellogg House. Founded in 1967, CES is one of the oldest 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 new Geographic Information System laboratory as well as study and meeting facilities available to students and student groups. The Center administers the Hopkins Memorial Forest, a 2430-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.

The Environmental Studies Program has three overlapping components:

- ◆ In order to earn the concentration in Environmental Studies, students must complete a set of seven courses.
- ◆ All students are strongly encouraged to meet the Four Places goal. (*See below.*)
- ◆ Students are encouraged to pursue honors in Environmental Studies by planning a senior thesis.

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 (*Environmental Planning*) 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. Note that enrollments in ENVI 102 are limited. In order to assure enrollment, students should consult with one of the instructors during autumn semester. ENVI 102 must be taken before the junior year.

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 136 Agricultural Biotechnology in Developing Economies
- Biology 207/Environmental Studies 217 Conservation Biology
- Biology/Environmental Studies 220 Field Botany and Plant Natural History
- Biology 302/Environmental Studies 312 Communities and Ecosystems
- Biology/Environmental Studies 333 The Ecology of Biological Resources
- Biology 402T/Environmental Studies 404T Current Topics in Ecology
- Chemistry/Environmental Studies 304 Instrumental Methods of Analysis
- Chemistry 308/Environmental Studies 328 Toxicology and Cancer
- 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/Environmental Studies 200 Weather and Climate (Deleted 2001-2002)
- Geosciences 201/Environmental Studies 205 Geomorphology

Environmental Studies

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
Williams-Oxford 245 Geography: The Geographical Environment: Physical

Humans in the Landscape

American Maritime Studies 201/History 255 History of the Sea
American Maritime Studies/English 231T Literature of the Sea
Anthropology 102/Environmental Studies 106 Human Evolution: Down From the Trees, Out to the Stars
Anthropology 214/Environmental Studies 224 The Rise and Fall of Civilizations
Anthropology/Environmental Studies 209 Human Ecology
ArH/Environmental Studies 201 American Landscape History
ArH/Environmental Studies 252 Campuses
ArH/Environmental Studies 305 North-American Suburbs
ArH 306/Environmental Studies 326 North-American Dwellings
ArH 307/Environmental Studies 327 The North-American Park Idea
ArH/Environmental Studies 310 American Agricultural History
ArtS 329 Architectural Design II
Economics 201T/Environmental Studies 207T Cities (Deleted 2001-2002)
Economics/Environmental Studies/Women's and Gender Studies 223 Gender and Economic Development (Deleted 2001-2002)
English/Environmental Studies 378 Nature/Writing
Environmental Studies/American Studies 405 Automobiles and American Civilization
History 102/Environmental Studies 116 Environmental History of Africa
History/Environmental Studies 371 American Environmental Politics
History 392/Environmental Studies 222 Nature: The History of an Idea (Deleted 2001-2002)
History/Environmental Studies 474 The History of Oil
History of Science 305/History 292 Technology and Culture
Philosophy/Environmental Studies 237 Environmental Philosophy (Deleted 2001-2002)
Religion/Anthropology/INTR 273 Sacred Geographies
Religion/Environmental Studies 276 Grounding the Sacred: Religion and Ecology in the United States
Religion 302 Religion and Society
Sociology 368 Technology and Modern Society
Williams-Oxford 246 Geography: Human Geography

Environmental Policy

American Maritime Studies/Environmental Studies 351 Marine Policy
Economics 204/Environmental Studies 234 Economic Development in Poor Countries
Economics/Environmental Studies 212 Sustainable Development
Economics/Environmental Studies 213 The Economics of Natural Resource Use
Economics/Environmental Studies 218 Population Economics (Deleted 2001-2002)
Economics/Environmental Studies 238 The Regions of America
Economics/Environmental Studies 377 Environmental Economics and Policy
Environmental Studies 211 Global Trends, Sustainable Earth
Environmental Studies/History 393 Urban Theory
Environmental Studies 307/Political Science 317 Environmental Law
Environmental Studies/Political Science 308 Environmental Policy

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.

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-W031-494 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-W031-494, 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 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.

A faculty recommendation for honors in Environmental Studies will be made on the basis of the academic rigor, interdisciplinary synthesis, independence, and originality demonstrated by the student and in the completed thesis. In contemplating an honors thesis, students should take into account their mastery of the basic materials and skills (often in more than one academic discipline), their ability to work independently, and their commitment and desire to pursue a sometimes arduous but typically rewarding process that combines intellectual achievement with tests of character and fortitude.

ENVI 101(F) Humans in the Landscape

A survey of basic topics, aimed at putting environmental questions into the contexts of natural and social science and the arts and humanities. By the end of the term, the student should be able to recognize and to interpret the natural, economic, and industrial bases of daily life; investigate that which seems interesting or problematic in his or her environment, at levels ranging from local to global; and be able to make judgments about which aspects of that environment are worth additional time, effort, or commitment. These skills, particularly the last, are necessary but not sufficient for developing a stance toward environmental quality as an element of civilized life. Principal means of evaluation will be 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 participa-

Environmental Studies

tion in class and conference discussions will also count. Attendance at field trips, films, and the like is strongly encouraged.

Format: lecture/discussion.

No enrollment limit (expected: 30-40).

Satisfies one semester of Division II requirement.

Hour: 9:00-9:50 MWF

Conference: TBA

K. LEE

ENVI 102(S) Introduction to Environmental Science

Environmental Science is an interdisciplinary approach to the study of environmental issues. This course stresses the scientific methods used by biologists, chemists and geologists to analyze and measure changes in the environment. Current environmental problems affecting the Williamstown area are used as a basis for exploring issues of global importance, including air pollution, endangered species, solid-waste disposal, water quality and the effects of land-use changes on environmental quality.

This course meets four times a week, including three one-hour morning sessions and a three-hour afternoon period. Morning sessions are divided between lectures and discussion, and we spend afternoons in the field or laboratory.

Format: lecture/discussion/lab. Evaluation will be based on reports of field and laboratory projects, participation in discussion, and an independent research project.

Preference given to first-year students. This course is designed for students who have a strong interest in environmental science. Enrollment limit: 36 (expected: 25).

Satisfies one semester of Division III requirement.

Hour: 10:00-10:50 MWF

Labs: 1-5 T, W

MORALES and KOEHLER

ENVI 103(F) Environmental Geology and the Earth's Surface (Same as Geosciences 103)

(See under Geosciences for full description.)

ENVI 104(S) Oceanography (Same as Geosciences 104)

(See under Geosciences for full description.)

ENVI 105(F) Biodiversity in Geologic Time (Same as Geosciences 101)

(See under Geosciences for full description.)

ENVI 106 Human Evolution: Down From the Trees, Out to the Stars (Same as Anthropology 102) (Not offered 2001-2002)

(See under Anthropology for full description.)

ENVI 116 Environmental History of Africa (Same as History 102) (Not offered 2001-2002)*

(See under History for full description.)

ENVI 134(F) The Tropics: Biology and Social Issues (Same as Biology 134)*

(See under Biology for full description.)

ENVI 136 Agricultural Biotechnology in Developing Economies (Same as Biology 136) (Not offered 2001-2002)

(See under Biology for full description.)

ENVI 201(F) American Landscape History (Same as ArtH 201)

(See under Art—ArtH for full description.)

ENVI 203(F) Ecology (Same as Biology 203)

(See under Biology for full description.)

ENVI 205(F) Geomorphology (Same as Geosciences 201)

(See under Geosciences for full description.)

ENVI 206(S) Geological Sources of Energy (Same as Geosciences 206)

(See under Geosciences for full description.)

ENVI 208 Water and the Environment (Same as Geosciences 208) (Not offered 2001-2002; to be offered 2002-2003)

(See under Geosciences for full description.)

ENVI 209 Human Ecology (Same as Anthropology 209) (Not offered 2001-2002)*

(See under Anthropology for full description.)

ENVI 211 Global Trends, Sustainable Earth (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/envi/envi211.html>)

K. LEE

ENVI 212 Sustainable Development (Same as Economics 212) (Not offered 2001-2002)*
(See under Economics for full description.)

ENVI 213(F) The Economics of Natural Resource Use (Same as Economics 213)
(See under Economics for full description.)

ENVI 214(S) Remote Sensing and Geographic Information Systems (Same as Geosciences 214)
(See under Geosciences for full description.)

ENVI 217(F) Biology of Conservation and Extinction (Same as Biology 207)
(See under Biology for full description.)

ENVI 220(S) Field Botany and Plant Natural History (Same as Biology 220)
(See under Biology for full description.)

ENVI 224(F) The Rise and Fall of Civilizations (Same as Anthropology 214)*
(See under Anthropology/Sociology for full description.)

ENVI 230(S) International and Environmental Justice Issues

Environmental justice is a worldwide social movement arising from the unequal distribution of the environmental consequences and benefits of public policies and natural resource use in global society. In this course, we will look beyond the traditional focus on industrial pollution, waste sites and the US “not in my backyard” movement to the wider issues of who decides how our natural environment is used, who benefits and who is placed at risk. Local autonomy and democratic process are central issues, as we look at environmental equity in the international setting. We will examine a range of cases, from our own backyard to the rain forests of Mexico and beyond, to see how processes at different scales interact to produce the geography of difference and how environmental questions intersect with social justice. These issues include sustainable development, eco-tourism, bio-prospecting, intellectual property, transgenic crops in the developing world and more. Students will be introduced to current methods of engaged research, combining local ethnographic approaches with methods such as landscape ecology and regional analysis, to address crucial social and environmental issues of our time.

Format: lecture/discussion. Requirements: midterm, short written essays, and final project.

No prerequisites. *Enrollment limit: none (expected: 25).*

Hour: 9:55-11:10 TR

NIGH

ENVI 234(F) Economic Development in Poor Countries (Same as Economics 204)*
(See under Economics for full description.)

ENVI 238 The Regions of America (Same as Economics 238) (Not offered 2001-2002)
(See under Economics for full description.)

ENVI 252(S) Campuses (Same as ArtH 252)
(See under Art—ArtH for full description.)

ENVI 276(S) Grounding the Sacred: Religion and Ecology in the United States (Same as Religion 276)
(See under Religion for full description.)

ENVI 302(S) Environmental Planning and Analysis Workshop

This course will challenge students to incorporate disparate perspectives and methodologies as they participate in the analysis of environmental problems. While the course serves as an introduction to the theories and practices of environmental planning, it also draws upon the student’s past curricular and extracurricular experiences in working on a contemporary project. The course commences with case studies that exemplify various methodologies of environmental analysis and then proceeds to hands-on participation in an environmental design project. The approach will be to assemble diverse teams of students who together will undertake an interdisciplinary process in exploring alternative outcomes to a specific environmental problem.

Format: discussion/project lab. Requirements: midterm exam, short written exercises, workshop presentations, and a final group project.

Prerequisites: Environmental Studies 101 and Biology/Environmental Studies 203, *or* permission of instructors. *No enrollment limit (expected: 25). Open only to juniors and seniors.* Required course for students wishing to complete the Environmental Studies Program.

Hour: 11:20-12:35 TR

Labs: 1-4 T, R

GOODMAN and GARDNER

ENVI 304(S) Instrumental Methods of Analysis (Same as Chemistry 304)
(See under Chemistry for full description.)

Environmental Studies

ENVI 305 North-American Suburbs (Same as ArtH 305) (Not offered 2001-2002; to be offered 2002-2003)

(See under Art—ArtH for full description.)

ENVI 307(F) Environmental Law (Same as Political Science 317)

In the past twenty years, environmental law has emerged as an important aspect of how we govern the use of public and private property. This course introduces students to the study of law from the perspective of a litigator and legislator, and takes up both the common law of nuisance, which is the foundation for environmental governance in the Anglo-American tradition, and an array of statutory law, which has profound implications for our ideas about property and how we put those ideas into practice. In our society, and increasingly around the world, these ideas are central to civil order and to our efforts to maintain a balance between our individual wishes and our commitment to our communities.

Format: lecture/discussion.

Prerequisites: Political Science 110 *and* Environmental Studies 101. Environmental Studies 308 (Same as Political Science 308) is strongly recommended; this is the companion course to Environmental Studies/Political Science 308 (*Environmental Policy*). Students are not required to register for both courses, but they are team-taught and coordinated, so that the benefit of taking them both is intended to be greater than the sum of parts. The courses may be taken in either order. *No enrollment limit (expected: 20).*

Hour: 7:00-9:30 p.m. M

VAN OOT

ENVI 308(S) Environmental Policy (Same as Political Science 308)

Over the past generation, environmental policy has emerged as a new and important aspect of the governance of the natural world and private property in the U.S. This course introduces students to the study of public policy and its politics from the perspective of the constellation of professionals, managers, and activists involved in the implementation and formulation of policy. We will take up the organizational forms and politics that underlie governing in the post-industrial political economy, and survey the array of policies that has transformed that governance for natural resources, property, and ecosystem services. Environmental policy is a response to the complexities of the contemporary economy, and its technical and social challenges strain long-accepted notions of democratic representation and rationality. These challenges, in turn, raise far-reaching issues in societies in which responsible action by individuals and organized collectivities lies at the center of the civil order.

Format: seminar.

Prerequisites: Political Science 110 *and* Environmental Studies 101; Environmental Studies 307 (Same as Political Science 317) is strongly recommended; this is the companion course to Environmental Studies 307/Political Science 317 (*Environmental Law*). Students are not required to register for both courses, but they are team-taught and coordinated, so that the benefit of taking them both is intended to be greater than sum of the parts. The courses may be taken in either order. *No enrollment limit (expected: 20).*

Hour: 11:20-12:35 TR

K. LEE

ENVI 310 American Agricultural History (Same as ArtH 310) (Not offered 2001-2002)

(See under Art—ArtH for full description.)

ENVI 312(S) Communities and Ecosystems (Same as Biology 302)

(See under Biology for full description.)

ENVI 326 North-American Dwellings (Same as ArtH 306) (Not offered 2001-2002)

(See under Art—ArtH for full description.)

ENVI 327 The North-American Park Idea (Same as ArtH 307) (Not offered 2001-2002; to be offered 2002-2003)

(See under Art—ArtH for full description.)

ENVI 328 Toxicology and Cancer (Same as Chemistry 308) (Not offered 2001-2002; to be offered 2002-2003)

(See under Chemistry for full description.)

ENVI 333 The Ecology of Biological Resources (Same as Biology 333) (Not offered 2001-2002; to be offered 2002-2003)

(See under Biology for full description.)

ENVI 351(F,S) Marine Policy (Same as American Maritime Studies 351) (Offered only at Mystic Seaport.)

(See under American Maritime Studies for full description.)

Environmental Studies, First-Year Residential Seminars

ENVI 371(S) American Environmental Politics (Same as History 371)

(See under History for full description.)

ENVI 377 Environmental Economics and Policy (Same as Economics 377) (Not offered 2001-2002)

(See under Economics for full description.)

ENVI 378(S) Nature/Writing (Same as English 378)

(See under English for full description.)

ENVI 393 Urban Theory (Same as History 393) (Not offered 2001-2002)

(See under History for full description.)

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.

Prerequisite: approval by the director of the Center.

Members of the Center

ENVI 402(F) The Environment, the Individual, and Society

It is generally recognized that our contemporary society is the product of cultural evolution over historical time. This course will explore through readings and class discussion the relationships among the individual, society, and the natural environment. 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 major synthesis paper.

Format: seminar. The principal means of evaluation will be class participation and a major paper.

Prerequisite: Environmental Studies 302. *No enrollment limit (expected: 16).*

Required course for students wishing to complete the Environmental Studies Program.

Hour: 7:00-9:30 p.m. M

K. LEE

ENVI 404T(S) Current Topics in Ecology (Same as Biology 402T)+

(See under Biology for full description.)

ENVI 405 Automobiles and American Civilization (Same as American Studies 405) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/envi/envi405.html>)

K. LEE

ENVI 474(S) The History of Oil (Same as History 474)

(See under History for full description.)

ENVI 493(F)-W031-494(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. They take the seminar together during the fall semester, and 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 (usually 18-24), selection is done randomly. Participants must commit themselves to taking FRS 101 or 102.

FRS 101(F) "Literary" Reading+~

What determines a text's "meaning"? What makes a text "literary"? Is it something fundamental to the text itself? Is it the circumstances in which we encounter it? Or is it the preoccupations and interests we ourselves bring to it—in other words, the way we read it? This course will focus on key skills

First-Year Residential Seminars, Geosciences

and issues involved in critical reading of literary texts. It will be organized around a series of such fundamental questions as: What characterizes “interpretation”? What do literary texts expect of us? What pleasures and parameters are established by the way(s) we read? Where does meaning come from: author, reader, text? How does the form or genre of a work influence our interpretation of it? How is our understanding of a text shaped by the contexts in which we encounter it, or by the literary traditions in which it was written? We will address these questions by reading and interpreting literary texts (mainly short fiction and poetry) and pertinent critical and theoretical essays. Our readings, and our written work, will invite increased self-consciousness about literary form, the functions of criticism, and the process of reading and interpreting. The course is intended both to develop students’ skills in reading, writing about, and discussing literary texts, and to complicate their understanding of the potential pleasures and profits of critical interpretation.

Requirements: four formal papers ranging from 3-7 pages, several short informal writing assignments, group presentations, and active participation in discussion.

No prerequisite. *Enrollment limit: 19 (expected: 19). Enrollment limited to FRS students.*

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

Satisfies one semester of Division I requirement.

Hour: 10:00-10:50 MWF

PETHICA

FRS 102(F) The Mao Cult*

The Great Helmsman of the People’s Republic of China, Chairman Mao Zedong, is one of the most controversial figures in history. Did he save China or almost destroy it? Should he be revered as a hero or defiled as a demon? In China of the 1990s, an entire cult has sprung up around Mao Zedong—perhaps not as all-encompassing as the Mao Worship of the 1960s and early 70s, but still an intriguing and important phenomenon. This course will look at the personal and public history of the Chairman and the cults he continues to inspire. We will also explore personality cults in comparative perspective and look at Mao Zedong’s impact in other parts of the world (such as on the Shining Path guerrillas of Peru).

Evaluation will be based on class participation and three papers.

Enrollment limit: 19 (expected: 19). Enrollment limited to FRS students.

Satisfies one semester of Division II requirement.

Group C

Hour: 8:30-9:45 TR

REEVES

GEOSCIENCES (Div. III)

Chair, Professor DAVID P. DETHIER

Professors: DETHIER, M. JOHNSON, KARABINOS, WOBUS. Assistant Professor: COX.

Assistant Professor of Marine Science for the Williams-Mystic Program: MCKENNA**. Research Associates: BAARLI, BACKUS, 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, five designated advanced courses, two elective courses, and either Geosciences 212 (*Invertebrate Paleobiology*) or Geosciences 303 (*Igneous and Metamorphic Petrology*).

Sequence Courses (required of majors)

201 Geomorphology

202 Mineralogy and Geochemistry

- 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 *and/or*
- 206 Geological Sources of Energy *or*
- 208 Water and the Environment
- 214 Remote Sensing and Geographic Information Systems

(Students interested in Environmental Geosciences should consult with Professor Dethier.)

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, 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 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,

Geosciences

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: lectures, three hours per week; one two-hour 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).

Hour: 10:00-10:50 MWF

Labs: 1-3 M, T

M. JOHNSON

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: lectures, three hours a week; labs (several involving field work), two hours a 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

Labs: 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: lectures/discussions, three hours per week; one two-hour laboratory a week; local field trips. Evaluation will be based on two hour exams, weekly labs, and a final exam.

Enrollment limit: 30 (expected: 25).

Hour: 11:00-11:50 MWF

Labs: 1-3 M, W

DETHIER

GEOS 104(S) Oceanography (Same as Environmental 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: lectures /discussions, three hours per week; one two-hour laboratory 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 to first-year students.

Hour: 11:00-11:50 MWF

Labs: 1-3 M, T

COX

GEOS 105(F) Geology Outdoors+

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 of 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/laboratory. Evaluation will be based on participation in field work and discussions, five papers based on field projects, and an oral presentation of independent project results.

Open only to first-year students; Enrollment limit: 12 (expected 12). No previous knowledge of geology is required.

Hour: 1:00-4:00 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: lectures/discussions, three hours a week; laboratory, three hours a week; student projects; weekend field trip to the White Mountains. Evaluation will be based on two hour exams, a project, and lab work.

Prerequisite: any 100-level Geosciences course *or* consent of the instructor. *No enrollment limit (expected: 18).*

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: lectures, three hours a week; laboratory, three hours a 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.

Prerequisite: 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

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: lectures, three hours a week; one hour discussion section, problem sets, and 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).

Hour: 9:55-11:10 TR

DETHIER

Geosciences

GEOS 208 Water and the Environment (Same as Environmental Studies 208) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/geos/geos208.html>)

DETHIER

GEOS 210(F,S) Oceanographic Processes (Same as American Maritime Studies 211) (Offered only at Mystic Seaport.)

(See under American 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 2001-2002; to be offered 2002-2003)

(See full description online:

<http://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: lectures, three hours per week; weekly lab.

Prerequisite: at least one introductory course in Biology, Environmental Studies, or Geosciences.

Enrollment limit: 16 (expected 16). Preference to sophomores and juniors.

Hour: 11:00-12:15 MW

Lab: 1-4 W

DETHIER and S. SHEPPARD

GEOS 241(F) Test-Tube Earth

Geochemistry embraces all aspects of the study of the Earth. In this course, we will look at the formation of our home planet, in the age before geologic time began. We will investigate the reasons why it is chemically zoned, with a molten core, hot rocky mantle, chilled outer crust, watery ocean, and turbulent gaseous atmosphere. We will look at specific aspects of the Earth's chemical systems, including the chemical clocks that give us the ages of rocks; the nature of weathering, and the formation of soils; chemical thermometers and barometers that provide information about temperatures and pressures within the Earth; and isotopic data from fossils and ice that provide a record of ocean temperatures and climate in the geologic past. We will also examine processes operating in the earth system at the present time, including the formation and destruction of stratospheric ozone, the origin and remediation of acid mine drainage, and other environmental issues.

Format: lectures, three hours per week. One all-day field trip. Evaluation will be based on a research project, one hour exam, and a final exam.

Prerequisite: one 100-level Geosciences course *or* permission of instructor.

Enrollment limit: 16 (expected 16).

Hour: 10:00-10:50 MWF

COX

GEOS 301(F) Structural Geology

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, rock structures and fabrics in hand samples and thin sections, and basic field techniques.

Format: lectures/discussion, three hours a week; laboratory, three hours a week. Evaluation will be based on laboratory work, problem sets, four quizzes, and a final exam.

Prerequisites: one 100-level Geosciences course *or* consent of instructor. *No enrollment limit (expected: 12).*

Hour: 11:00-12:15 MW

Lab: 1-4 M

KARABINOS

GEOS 302(S) Sedimentation+

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 process by which they were lithified. This course will provide an introduction to the principles of sedimentology, including petrology, fluid mechanics, bedform analysis, and facies architecture.

Format: lectures /discussion, three hours per week; one three-hour laboratory each week; one all-day field trip. Evaluation will be based on laboratory work, one hour exam, weekly writing assignments, and a final exam.

Prerequisite: Geosciences 202 (may be taken concurrently). *No enrollment limit (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: lectures/discussions, three hours a week; laboratory work, three hours a 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.

Prerequisite: Geosciences 202. *No enrollment limit (expected: 12).*
 Hour: 9:55-11:10 TR Lab: 1-4 W WOBUS

GEOS 304T(S) Paleocology

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 paleocology 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 global scales; ecological succession in recent and ancient communities; and the 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 articles in biology and geology. Following an initial group meeting, students will meet in pairs for tutorials. In addition, two lab sessions and a final group meeting are required. Participants in this course are eligible (but not obligated) to take part in a field trip to Baja California over Spring Break for the study of modern and ancient rocky-shore communities. Evaluation will be based on five written essays, five oral presentations, weekly participation in discussions, and participation in two scheduled lab sessions.

Prerequisite: any 100-level Geosciences course (with preference for Geosciences 101) or consent of instructor. *Enrollment limit: 10 (expected: 10).*
 Hour: TBA M. JOHNSON

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: lectures, 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,

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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.

Prerequisite: Geosciences 302 *or* consent of the instructor. *No enrollment limit (expected: 12).*

Hour: 11:20-12:35 TR

Lab: 1-4 R

M. JOHNSON

GEOS 404T(S) Geology of the Appalachians

The Appalachians are the eroded remnants of a mountain range that once rivaled the Alps and, perhaps, the Himalayas in elevation. They formed hundreds of millions of years ago in three distinct collisions with other continents. The Appalachians record a rich geologic history of continental rifting, formation and closing of ocean basins, continental collision, and mountain building. We will read papers that describe the history of the Appalachians beginning with the Late Precambrian opening of the Iapetus ocean, through the Paleozoic orogenies that formed the Appalachians, and ending with the formation of the Atlantic. The history of the Appalachians remains controversial, in part, because of diverse perspectives that geologists bring to their work and interpretations, such as different specialties, guiding paradigms, and field areas. The readings are designed to illuminate the roots of the important controversies as well as the geologic history of this well studied mountain belt. This course will follow the tutorial format. 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 the five papers and each student's effectiveness as a critic.

Prerequisites: one upper level Geosciences course. *Enrollment limit: 10 (expected: 10).*

Hour: 9:00-9:50 MWF

KARABINOS

GEOS 493(F)-W031-494(S) Senior Thesis

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

GERMAN (Div. I)

Chair, Professor GAIL M. NEWMAN

Professors: DRUXES, B. KIEFFER, G. NEWMAN. Part-time Lecturer: E. KIEFFER§.

Teaching Associates: ARNOLD, KUNST.

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 basic 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 107 emphasizes accuracy and idiomatic expression in speaking and writing. German 108 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 wanting to attain fluency in German to spend a semester or year studying in Germany, Austria, or Switzerland, 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 107 or the equivalent. In any case, all students considering study-abroad are advised to 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 108 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—two fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

German

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 107

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

MAJORS

The department supports two distinct majors: German Studies and German Literature.

German Studies

German Studies 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.

The German Studies major consists of ten courses. Students selecting the major must normally complete German 104 or the equivalent no later than the end of the sophomore year.

Required Courses

German 103
German 104
German 107
German 108

Two of the four sequence courses 201, 202, 203, and 204

Four other courses drawn from German offerings above 108 and offerings in other departments chosen in consultation with the chair of the German Department. The electives must include courses from at least two departments other than German.

Examples of appropriate courses in other departments are:

ArH 267 Art in Germany: 1960 to the Present
Comparative Literature 203 European Modernism: Modernity and Its Discontents
History 238 Germany in the Twentieth Century
Music 120 Beethoven
Philosophy 201 Continental Philosophy: From Hegel to Poststructuralism

German Studies majors may receive major credit for as many as four courses taken during study abroad.

Majors with advanced interests are encouraged to propose independent-study courses (GERM 497 or GERM 498).

German Literature

The German Literature major consists of nine courses. Students selecting this major should usually have completed German 104 or the equivalent by the end of the sophomore year.

Required Courses

German 108

Two of the four sequence courses 201, 202, 203, and 204

Electives

Six other courses. At least four must focus on topics in German literary history. Two may be either language courses above 103 or relevant courses offered in other departments such as Comparative Literature and Philosophy.

German Literature majors may receive major credit for up to four courses taken during study abroad.

German

Majors with advanced interests are encouraged to propose independent-study courses (GERM 497 or GERM 498).

THE DEGREE WITH HONORS IN GERMAN

Students earn honors by completing a senior thesis (German 493-W031-494) 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)-W088-102(S) Elementary German

A comprehensive introduction to German grammar utilizing all four linguistic skills: understanding, speaking, reading, and writing. The class meets five hours a week. *Credit granted only on successful completion of 102.* Students electing this course are required to attend, and pass, the sustaining program in the winter study period.

Principal requirements: quizzes, tests, and active class participation.

For students with no previous preparation.

Hour: 9:00-9:50 MWF and 8:30-9:45 TR, 11:00-11:50 MWF and 11:20-12:35 TR

First Semester: B. KIEFFER, DRUXES

9:00-9:50 MWF and 8:30-9:45 TR, 11:00-11:50 MWF and 11:20-12:35 TR

Second Semester: B. KIEFFER, TBA

GERM 103(F) Intermediate German I

Intensive grammar review. Practice in writing and speaking, vocabulary building. For the last five 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 a variety of projects concerning private and public selves, personal and communal space, and society.

Prerequisites: German 101-102 *or* equivalent preparation.

Hour: 10:00-10:50 MWF

B. KIEFFER

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.*

Prerequisite: German 103 *or* equivalent preparation.

Hour: 10:00-10:50 MWF

DRUXES

GERM 107(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.

Prerequisite: German 104 or the equivalent. *Expected enrollment: 8.*

Hour: 11:00-11:50 MWF

G. NEWMAN

GERM 108(S) Topics in German Language and Culture: 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 TF

G. NEWMAN

GERM 201 German Literature and Society, 1750-1870 (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/germ/germ201.html>)

G. NEWMAN

GERM 202(S) German Literature and Society, 1830-1900

A survey of German literature, thought, and culture from the end of the *Goethezeit* to the *Jahrhundertwende*, with attention to the political and social movements that culminated in the unification of Germany as the *Zweites Deutsches Reich*. Readings by Büchner, Heine, Grillparzer, Marx, Wagner, Meyer, Fontane, Nietzsche, Bismarck, Hauptmann, Busch, and Schnitzler. *All primary readings in German*.

Format: seminar. Requirements: active class participation, two presentations, two papers.

Prerequisite: German 108 or the equivalent. *Expected enrollment: 8*.

Hour: 1:10-2:25 MR

B. KIEFFER

GERM 203(F) German Studies 1900-1938

This course surveys the major social and literary movements of Germany from the turn of the century to the rise of the Nazis. We will study various phenomena associated with modernism—urban institutions like the department store and the cinema (Hessel, Benjamin), expressionist poetry (Trakl, Lasker-Schüler), generational conflict via Kafka's alienated sons, Jews in Germany (Klemperer), the patriotic fervor of World War One and its aftermath (Toller, Jünger), Dadaism (Schwitters), the Weimar Republic, inflation and the big crash (Fallada), Nazi ideology and propaganda tactics (Riefenstahl, Speer). Wherever possible, we will read journalism, diary entries or letters that give us insight into daily life during this highly fractured period of tumultuous political and social changes. *Readings in German*.

Requirements: active class participation, midterm, oral report, two short exercises, final exam

Prerequisite: German 107 or German 108. *No maximum enrollment (expected: 8)*.

Hour: 9:55-11:10 TR

DRUXES

GERM 204 From Goethe to Kafka (Same as Comparative Literature 202) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/germ/germ204.html>)

TBA

GERM 493(F)-W031-494(S) Senior Thesis

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

GERM 501(F)-502(S) (101-102) Elementary German

This course is the regular undergraduate introductory course for graduate students of art history.

Hour: 9:00-9:50 MWF and 8:30-9:45 TR, 11:00-11:50 MWF and 11:20-12:35 TR

First Semester: B. KIEFFER, DRUXES

9:00-9:50 MWF and 8:30-9:45 TR, 11:00-11:50 MWF and 11:20-12:35 TR

Second Semester: B. KIEFFER, TBA

GERM 509(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 501-502 or equivalent preparation (a score of 500 or higher on the CEEB Reading Examination). *For 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, OAKLEY, TRACY**, W. WAGNER, WATERS, WOOD. Associate Professors: SINGHAM*, WILDER, WONG. Assistant Professors: GOLDBERG**, HICKS, KITTLESON*, MERRILL, MUTONGI, REEVES, WHALEN. Visiting Professor: ELISONAS. Visiting Assistant Professor: ROSENFELD. Mellon Post-Doctoral Fellow: RINGER. Bolin Fellow: MEARS.

GENERAL STATEMENT OF GOALS

Although the History Department aspires to pursue a variety of goals, our core objectives remain the cultivation in our students of a critical understanding and awareness of the past and the develop-

History

ment 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 (102-199): These writing-intensive seminars 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 in enrollment to nineteen students. For these reasons, preference will be given to first-year students and then to sophomores. Because first-year seminars serve as an introduction to the study of history, only one may count towards the History major; it 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 offer a series of "reflections on history," are *required* for the degree in History, and are normally *restricted* to junior History majors. Each seminar focuses in depth on questions of methodology, historiography, and/or epistemology and is intended to introduce students to various ways of thinking about and "doing" history, both in the present and in 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. Priority will be given to senior History majors, followed by junior History majors.

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 priority will be 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.

History

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 Professor Wagner, the department chair, Mrs. Swift, the department administrative assistant, or any other member of the department about the History major.

All majors will be assigned 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 Wong. Prospective study abroad students should contact Mrs. Swift.

ADVANCED PLACEMENT

Beginning with the class of 2002, students will be granted one semester course credit toward the course requirement in the History major if they receive a score of 4 or 5 on one or more of the Advanced Placement examinations in history. Even if two or more Advanced Placement examinations are taken, and the student receives a 4 or 5 on more than one of them, only one semester course credit will be applied toward the course requirement in the History major. Moreover, such credit may not be used to satisfy the group requirements or concentration requirements.

THE MAJOR

The major consists of at least *nine semester courses* as follows:

Required Courses in the Major

One Junior Seminar (History 301)

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 (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.

History

Concentrations:

1. Africa and the African Diaspora
2. Asia and the Asian Diaspora
3. Comparative Slavery
4. Ancient, Medieval, and Renaissance Europe
5. Early Modern Europe
6. Modern Europe
7. Gender and Sexuality
8. History of Ideas
9. Imperialism, Nationalism, and European Expansion
10. Latin America and the Caribbean
11. Latin America and the Latina/o Diaspora
12. Religion
13. The Twentieth-Century World
14. Colonial North America and the United States to 1865
15. The United States Since 1865
16. Race and Ethnicity in North America
17. Urban and Environmental History
18. 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 thesis 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 thesis 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 present 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 (102-199)

These writing-intensive seminars 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 in enrollment to nineteen students. For these reasons, preference will be given to first-year students and then to sophomores. Because first-year seminars serve as an introduction to the study of history, only one may count towards the History major; it can also be used to meet the department's group and concentration requirements.

FIRST-YEAR SEMINARS: AFRICA AND THE MIDDLE EAST (102-111)

HIST 102 (formerly 116) Environmental History of Africa (Same as Environmental Studies 116) (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist102.html>)

MUTONGI

FIRST-YEAR SEMINARS: ASIA (112-121)

FRS 102(F) The Mao Cult*

(See under First-Year Residential Seminars for full description.) *Enrollment limited to first-year students participating in the FRS program.*

FIRST-YEAR SEMINARS: EUROPE AND RUSSIA (122-141)

HIST 127(F) (formerly 105) The Expansion of Europe

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: discussion. Evaluation will be based on five short written exercises and one research paper. *Enrollment limit: 19 (expected: 19). Preference to first-year students.*

Groups B and D

Hour: 11:00-12:15 MWF

WOOD

HIST 129 (formerly 107) Religion, Race, and Gender in the Age of the French Revolution (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist129.html>)

SINGHAM

HIST 140(S) Fin-de Siecle Russia: Cultural Splendor, Imperial Decay+

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 liberal and socialist 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

History

movements that occurred in *fin-de-siecle* Russia. Intended for first and second-year students, this course 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: seminar. This will be a writing intensive course, with evaluation based on several short essays based on class readings and on a modest research paper.

Enrollment limit: 19. Preference given to first-year students.

Group B

Hour: 9:55-11:10 TR

WAGNER

FIRST-YEAR SEMINARS: LATIN AMERICA AND THE CARIBBEAN (142-151)

HIST 148 (formerly 102) The Mexican Revolution: 1910 to NAFTA* (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist148.html>)

KITTLESON

FIRST-YEAR SEMINARS: UNITED STATES (152-191)

HIST 157(S) The Great Depression: Culture, Society, and Politics in the 1930s

The economic collapse and devastation of the 1930s known as the "Great Depression" set social, cultural, and political changes in motion that transformed the character of American life, with consequences that reverberate in our own time. This course focuses on the ways contemporaries encountered and participated in those changes, as well as on the ways that historians interpret the Great Depression. Through the use of a variety of sources—memoirs, government documents, films, music, oral histories, letters, fiction, photography—we will explore the breadth of responses to the Depression, shaped as they were by region, class, race, ethnicity, and gender.

Format: discussion. Evaluation will be based on class participation, three short essays, and a final paper based on primary research.

Enrollment limit: 19 (expected: 19). Preference to first-year students.

Group A

Hour: 11:20-12:35 TR

KUNZEL

HIST 164(S) (formerly 104) Slavery in the American South*

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.

Evaluation will be based on class attendance and participation, several short preliminary essays, and the final research paper.

Enrollment limited. Preference to first-year students.

Group A

Hour: 1:10-3:50 W, 1:10-3:50 T

DEW

HIST 166(S) Inventing American Culture

When European settlers committed themselves to staying in North America, they gradually created a culture that came to be called "American." A hybrid of deliberately revived European archaisms, selective transfers of contemporary culture, and conscious and inadvertent innovations, this culture encompassed political organization, economic practices, family life, and religious expression. Historians have long debated whether this gumbo brought about an inevitable movement for American national independence, how the different aspects of social life influenced each other, and whether the very self-conscious "Americanism" of the era of the early republic was itself innovative and liberating or ultimately profoundly conservative of racial and gender privilege.

We shall enter these debates by discussing such topics as the invention of a (limited) democratic polity, the escape of religion from state control, the construction of a new national self-identity in politics and the arts, and the renovation of ideologies of gender and race as the "era of the common man" came to fruition. We will also investigate the process by which English culture came to dominate the culture called "American." Students will read primary documents and selections from historians' arguments and choose one aspect of American cultural nationalism on which to focus for a final essay. The purpose of this course is to introduce students to a multi-factored investigation of culture, to the kinds of resources that historians use, and to the standard practices of writing an ana-

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lytical essay.

Since the only way to learn to write effectively, with an efficient use of time, is to practice (and practice and practice), there will be short written exercises (interpretive essays or reports on research processes—due once a week (which will count for 30% of the term grade). Students will be expected to contribute substantially to class discussion (30% of final grade) with an attitude of helping each other learn. The final interpretive essay (40% of final grade) will be broken down into stages to give students training in designing a research project, organizing appropriate source materials, constructing a logical argument, and polishing a persuasive piece of writing.

Enrollment limit: 19. Preference to first-year students and then to sophomores.

Group A

Hour: 8:30-9:45 TR

TRACY

HIST 175 (formerly 114) Families and Social Change: An Introduction to the Study of Private Life (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist175.html>)

TRACY

HIST 177 Vroom!—A Nation on Wheels (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist177.html>)

R. DALZELL

HIST 180 “The God of History”: Slavery and Race in Christian Thought (Same as Religion 222) (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist180.html>)

WILDER

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.

INTRODUCTORY SURVEY COURSES: AFRICA AND THE MIDDLE EAST (202-211)

HIST 202 (formerly 270) Early-African History Through the Era of the Slave Trade (Not offered 2001-2002)*

(See full description online:

<http://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: 11:20-12:35 TR

MUTONGI

History

HIST 209 (formerly 275) **The Origins of Islam: God, Empire, and Apocalypse (Same as Religion 231)** (Not offered 2001-2002)*
(See under Religion for full description.)
Groups C and D

HIST 210(S) The Modern Middle East: 1500-Present

This course surveys the history of the Middle East from 1500 to the present. The focus is on political, intellectual and social trends. Dominant topics in the course include the Ottomans, Shiism and the Safavid state in Iran, modernization and reform, the impact of colonialism and imperialism, nationalism, Islamism and contemporary approaches to modernity.

Format: lecture/discussion. Requirements: six 4- to 6-page papers.

No prerequisite. No enrollment limit. Open to all classes.

Groups C and D

Hour: 2:35-3:50 MR

RINGER

INTRODUCTORY SURVEY COURSES: ASIA (212-221)

HIST 212 (formerly 283) **Barbarians in the Middle Kingdom: China to 1850*** (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist212.html>)

REEVES

HIST 213(S) (formerly 284) **Modern China, 1850-Present: Continuity and Change***

This course is designed to introduce students to some of the major events and issues in China's dynamic transformation from the world's oldest and largest bureaucracy to a revolutionary state—and its subsequent evolution to the contemporary political and economic phenomenon we know today. Tracing premodern legacies that have helped shape China, the course covers the decline and fall of the Qing dynasty through the creation of Communist China and the unfolding of the post-Mao era. The class uses primary and secondary sources (including literature and films) to examine the origins and impact of major social and ideological trends such as foreign imperialism, nationalism, racism/culturalism, feminism, communism, Maoism, and capitalism in China. The course considers the relationship between political thought and practice and how these “-isms” affected the daily life of the individual in China.

Format: classes center on group discussion. Evaluation will be based on class participation, a short paper (3-5 pages), quizzes and a self-scheduled final exam.

Group C

Hour: 11:20-12:35 TR

REEVES

HIST 215(F) Premodern Japan*

This course discusses the evolution of Japanese society and culture from earliest times to 1600. Although other sectors of society are not neglected, the emphasis is on the samurai. Topics to be treated include the rise of warrior power in Heian Japan; the establishment of warrior government in the “middle ages;” the relationship between warlords and artists in the period of the “country at war;” and the samurai elite's code of honor and cult of death.

Format: lecture/discussion. Requirements: classroom participation, a midsemester test, two short papers (c. 5-7 pages), and a self-scheduled final examination.

Groups C and D

Hour: 8:30-9:45 TR

ELISONAS

INTRODUCTORY SURVEY COURSES: EUROPE AND RUSSIA (222-241)

HIST 222 (formerly 216) **Greek History (Same as Classics 222)** (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist222.html>)

CHRISTENSEN

HIST 223(S) (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

History

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

HIST 225(S) Church, State, and Society in the Middle Ages (AD 200-1500) (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, feudalism and the crusades, saints and religious reformers, art and architecture, cities and trade, the persecution of Jews and heretics, as well as the Italian Renaissance.

Format: seminar with short lectures and audio-visual presentations. Evaluation will be based on several short papers, a midterm and final exam, and class participation.

Expected enrollment: 10-30.

Groups B and D

Hour: 8:30-9:45 MWF

GOLDBERG

HIST 226(S) (formerly 205) Europe From Reformation to Revolution: 1500-1815

This course introduces students to the major historical developments in Western Europe during the early modern period—such pan-European phenomena as the Reformation, the Witch Craze, the Military Revolution, the rise of absolutist states, the seventeenth-century crisis in government and society, the Enlightenment, the French Revolution and Napoleon, and the establishment of European influence around the world.

Format: lecture/discussion. Evaluation will be based on two short papers, a midterm and a final exam.

Enrollment limit 25 (expected: 20). Open to all.

Groups B and D

Hour: 11:00-12:15 MWF

WOOD

HIST 227(F) European Politics and Society, 1789 to the Present

This course offers an introduction to the main contours of European history from 1789 to the present. Beginning with an examination of the “dual revolutions” of the late eighteenth and early nineteenth centuries (the French and the Industrial revolutions), we will then consider Europe’s “long nineteenth century” of industrialization, nation-state building, class formation, and imperial expansion up to 1914, during which time European ideas and institutions reached the height of their power and left their imprint upon the whole world. In the second half of the course, we will turn to the history of Europe’s “second Thirty Years War” in the first half of the twentieth century, and how two devastating world wars, economic depression, and the rise of fascism transformed both European societies and governments in themselves, while diminishing Europe’s global position and leaving it no longer the full master of its own fate. Finally, we will turn to Europe in the post-European age, from 1945 to the present, a period marked by Cold War revisions, decolonization, deepening democracy, economic, social and cultural metamorphosis, and the emergence of the European Union. Rather than provide a comprehensive, chronological survey, the course will focus on a number of key political and social movements, or “isms,” forged in Europe during these two tumultuous centuries, including liberalism, feminism, nationalism, imperialism, fascism, socialism, and communism.

Readings will include selected primary sources, contemporary historical scholarship, novels and memoirs.

History

Format: lecture/discussion. Evaluation will be based on two short papers, a midterm and a final exam.

No enrollment limit.

Group B

Hour: 11:20-12:35 TR

ROSENFELD

HIST 228 (formerly 209) Europe in the Twentieth Century (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist228.html>)

WATERS

HIST 229 (formerly 222) European Imperialism: The Conquest and Division of the World (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist229.html>)

SINGHAM

HIST 234 (formerly 230) Britain, 1688-1848 (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist234.html>)

WATERS

HIST 235(S) Britain Since 1848

This course will survey British history from 1848 to the present day, charting how Great Britain—the most powerful nation and empire of the nineteenth-century world—evolved into “Little England”—a small country on the margins of Europe—in little over 100 years. The first half of the course will investigate Victorian Britain and its remarkable political stability; some of the later challenges mounted to the liberal parliamentary system by workers and feminists; British industrial expansion and its profoundly transformative effects on urban life and social structure; the ideology of “Victorianism” and its implications for gender roles and family life; and finally, the expansion of the British Empire and its impact on domestic life. The second half of this course will chart Britain’s troubled development in the twentieth century, from “the strange death of liberal England” before 1914, to the outbreak and trauma of World War I, the anxious interwar period punctuated by the Great Depression and Appeasement, and the experience of yet another “total war” against the Germans between 1939 and 1945. We will examine how the British struggled to invent a new post-imperial identity for themselves after 1945, when they confronted not only their nation’s economic decline but decolonization, the loss of their Great Power status, an increasing dependence on the United States, and a conflicted relationship with the rest of Europe which continues to this day. The instructor will deliver several introductory lectures, but the bulk of the course will be devoted to class discussion of the readings, which, in addition to secondary sources, will include contemporary political documents, social surveys, reportage, novels and films.

Format: lecture/discussion. Evaluation will be based on class participation, several short papers and a final exam.

No enrollment limit. Open to all.

Group B

Hour: 11:20-12:35 TR

ROSENFELD

HIST 240(S) (formerly 232) Muscovy and the Russian Empire

Between the fourteenth and the seventeenth centuries the princes and political elite of Muscovy created a vast multi-national empire in Eastern Europe and Asia. Over the next 150 years their imperial heirs transformed and extended this empire, to the point that on the eve of the Crimean War (1853-1855) many believed it to be the most powerful state in Europe. But defeat in the war exposed the weakness of the imperial regime and helped to provoke a process of state-led reform that failed to avert, and may well have contributed to, the collapse of the regime in the February Revolution of 1917. Using a combination of primary and secondary sources, this course will explore the character of the Muscovite and the Russian empires and the forces, processes, and personalities that shaped their formation, expansion, and, in the latter case, decline.

Format: discussion with some lectures. Evaluation will be based on class participation, a map quiz, several short essays based on class readings, and a final self-scheduled exam.

No enrollment limit (expected: 25). Open to all.

Groups B and D

Hour: 11:00-12:15 MWF

W. WAGNER

HIST 241(F) (formerly 233) The Rise and Fall of the Soviet Union

The October Revolution of 1917 brought to power in the debris of the Russian empire a political party committed to the socialist transformation of society, culture, the economy, and individual hu-

History

man consciousness. Less than seventy-five years later, the experiment appeared to end in failure, with the stunning collapse of the Soviet Union in December 1991. Using a combination of primary and secondary sources, this course will explore the nature and historical significance of the Soviet experiment, the controversies to which it has given rise, and the forces, processes, and personalities that shaped the formation, transformation, and ultimate collapse of the Soviet Union.

Format: discussion with some lectures. Evaluation will be based on class participation, a map quiz, several short papers based on class readings, and a final self-scheduled exam.

No enrollment limit (expected: 25). Open to all.

Group B

Hour: 9:55-11:10 TR

W. WAGNER

INTRODUCTORY SURVEY COURSES: LATIN AMERICA AND THE CARIBBEAN (242-251)

HIST 242 (formerly 287) Latin America From Conquest to Independence (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist242.html>)

KITTLESON

HIST 243 (formerly 288) Modern Latin America, 1822 to the Present (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist243.html>)

KITTLESON

HIST 249 (formerly 225) The Caribbean From Slavery to Independence: A Comparison of Empires (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist249.html>)

SINGHAM

INTRODUCTORY SURVEY COURSES: UNITED STATES (252-291)

HIST 252(F) (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. 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: 25 (expected: 15-20). Open to all.

Groups A and D

Hour: 9:55-11:10 TR, 1:10-2:25 MR

R. DALZELL

HIST 253(S) (formerly 244) The United States From Appomattox to AOL, 1865-Present

This course will survey the history of the United States from the time the nation struggled to heal from the wounds of fratricidal war, to the closing of the frontier, to the struggle to come to terms with its place in the world community, and finally, to the modern period as the United States continues to wrestle with and define its global mission. Against this larger backdrop we will explore the history of the women and men who struggled daily with the circumstances unique to their color and class, while trying to create better lives for themselves. Reading assignments are designed to introduce students to the study of American history—both to what historians have written, as well as to the practice of history itself.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers (5-7 pages) and a final exam.

No enrollment limit (expected: 35). Open to all.

Group A

Hour: 1:10-2:25 TF, 1:10-2:25 MR

HICKS

HIST 270(F) American Politics From Populism to the Present

Although William Jennings Bryan and the populists went down to defeat in 1896, they helped launch an extended period of governmental and social reform. Beginning with the Populists and the Progressives, this survey will examine the course of twentieth-century American politics, aiming to understand the elaboration of liberal reform during the period, as well as conservative resistance to and eventual triumph over it. We will focus in particular on the transformations of the Democratic

History

and Republican parties; the changes in the American presidency; the expanding parameters of governmental power; and the debates over America's role abroad.

Evaluation will be based on class participation, quizzes, a midterm, and a final exam.

No enrollment limit. Open to all.

Group A

Hour: 8:30-9:45 MWF

MERRILL

HIST 281(F) (formerly 261) African-American History Through Emancipation*

This course introduces students to the events, figures, and institutions that have shaped African-American history. Beginning with the struggles to dominate the African coast and the emergence of the modern slave trade, the course traces the experiences of Africans in North America through the fall of the Western slave societies. While our goal is to see American history from the perspective of people of African descent in the United States, we will also compare their experiences with those of African descent in the Caribbean, South America, and other parts of North America. The final objective is to increase students' familiarity with the historiography and intellectual debates in "Afro-Am."

Evaluation will be based on class participation, two short papers, and a final exam.

Group A

Hour: 1:10-2:25 MR

WILDER

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: 8:30-9:45 TR

HICKS

HIST 286(F) Latino/a History From 1846 to the Present*

This course examines the formation of Latino/a communities in the United States from 1846 to the present. These communities were formed through conquest, immigration, and migration. In examining the causes of migration, we will consider economic and political conditions in the countries of origin, U.S. foreign policies, and the connections between the United States and the countries of origin. We will explore the ways in which migration processes are mediated through labor recruitment, immigration and refugee policies, and social networks. We will analyze how Latinos and Latinas have been incorporated into the economies of the regions of the United States where they settled. Focusing on the historical experiences of Mexicans, Puerto Ricans, Cubans, and Dominicans, this course will also address more recent immigration from Central and South American countries.

Evaluation will be based on class participation, two short essays, and a final exam.

No enrollment limit. Open to all.

Group A

Hour: 2:35-3:50 TF

WHALEN

INTRODUCTORY SURVEY COURSES: TRANSNATIONAL/COMPARATIVE (292-299)

HIST 292 Technology and Culture (Same as History of Science 305) (Not offered 2001-2002)

(See under History of Science for full description.)

HIST 293 History of Medicine (Same as History of Science 320) (Not offered 2001-2002)

(See under History of Science for full description.)

JUNIOR SEMINARS (301)

Junior Seminars offer a series of "reflections" on history, are *required* for the degree in History, and are normally *restricted* to junior History majors. Each seminar focuses in depth on questions of methodology, historiography, and/or epistemology and is intended to introduce students to various ways of thinking about and "doing" history, both in the present and in 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 History, Theory, Practice (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist301.html>)

WATERS

HIST 301B(F) Autobiography as History: An American Character?

Historians have long debated whether it makes sense to speak of distinctive national characters—tendencies to think and behave in particular ways that are endemic to specific nations or peoples. In the United States, with its high degree of racial and ethnic diversity, such notions seem especially problematic. Through a reading of selected autobiographies supplemented by other materials, we will seek to test the validity of various conceptions of “American” national character by looking at how individuals in different eras and circumstances have attempted to understand and interpret their own life experiences. Readings will include autobiographies by William Bradford, Benjamin Franklin, Frederick Douglass, Mary Chestnut, Jan Addams, Martin Luther King, Michael Herr, Richard Rodriguez, Maxine Hong Kingston, and others.

Format: discussion. Evaluation will be based on a series of 3- to 5-page written assignments and a longer essay due at the end of the semester.

Enrollment limit: 20 (expected: 20). Restricted to junior History majors.

Group A

Hour: 11:00-12:15 MWF

R. DALZELL

HIST 301C(S) Historical Materialism: The Theory and Evolution of Marxist History

This course is intended to give each student a command of Karl Marx’s theory of history. The literature includes classical materialism, communist propaganda, Marxist economics, and Marxist and neo-Marxist histories. Central to our examination is an in-depth look at Marx’s economic theory and his political philosophy (which culminated in the dictatorship of the proletariat). Marx used history to provide a context for his political and intellectual work, and to bridge the distance between the two; however, Marxism has been used to analyze social relations well beyond the world and moment that its author envisioned. We will end by exploring the applicability of Marxist historical philosophy to contemporary human affairs.

Evaluation will be based on class participation, two papers and a final exam.

Restricted to junior History majors.

Hour: 9:55-11:10 TR

WILDER

HIST 301D Is History Eurocentric? (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist301.html>)

SINGHAM

HIST 301E(S) Approaches to Medieval History

The purpose of this course is to explore the nature, practice, and limitations of History. We will accomplish this by examining how scholars have tried to understand the Middle Ages, that thousand-year period of European history between the end of the Roman empire and the advent of the Renaissance. During the semester we will read both classic works of medieval history as well as recent approaches that challenge long-standing interpretations. Overall, our objective will be not to cover every aspect of the Middle Ages, but rather to consider the topics, evidence, methodologies, and assumptions historians use to recreate the history of the distant past.

Format: seminar. Evaluation will be based on weekly 1- to 2-page papers, two longer papers, and class participation.

Expected enrollment: 10-20.

Restricted to junior History majors.

Hour: 1:10-3:50 W

GOLDBERG

HIST 301F(F) Gender and History

Historians have increasingly recognized the importance of gender as both a lens and a subject of historical analysis. This class explores historical methods, historiographies, and theories that place gender at the center of historical inquiry. Through a focus on gender and history, this class examines different ways in which that focus has both generated new areas of historical inquiry and challenged traditional historical narratives. Topics include the intersection of feminist theories with histories of gender, issues of place, space, and material culture, oral history and autobiographical narratives; methodological borrowings from disciplines other than history; the analytical category of “experience,” and intersections among class, sexuality, race, ethnicity and gender. We will discuss as well topics not generally recognized as gendered, including militarism, the environment, technology, imperialism, and nationalism.

History

Format: lecture/discussion. Evaluation will be based on weekly writing, class discussion, and several interpretive essays.

Enrollment limit: 20 (expected: 20). Restricted to junior History majors.

Hour: 1:10-3:50 W

KUNZEL

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 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 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: 8:30-9:45 TR

MUTONGI

HIST 309 (formerly 278) Women and Islam (Same as Religion 232)* (Not offered 2001-2002) (See under Religion for full description.)

Groups C and D

HIST 310(F) The Formative Period of Islam: The Creation of a Religious Tradition

This course provides an in-depth exploration of the early, formative period of Islam from the pre-Islamic context of the revelation of the Qur'an through the establishment of a religious "orthodoxy", roughly from 600-1111. This period witnessed the establishment of an Islamic empire, the formation of Islamic institutions of law, theology, conceptions of history, and political theory. It was the crucial period when many of the divergent approaches to problems of religious and political authority emerged. For this reason, this period has had a seminal impact on the subsequent religious, political and social developments in the Islamic world, and continues to be hotly contested to this day. Through a close reading of primary texts, we will investigate these developments, focusing on the debates surrounding different interpretations of the texts.

Format: discussion. Evaluation will be based on five 6-page papers and participation in class debates.

No prerequisite. *Enrollment limit: 30. Open to all classes.*

Groups C and D

Hour: 2:35-3:50 MR

RINGER

ADVANCED ELECTIVES: ASIA (312-321)

HIST 313(F) (formerly 345) Women in Chinese History*

This course examines the roles and status of women in Imperial China and how the Communist government manipulated those roles after 1949. Using primary and secondary materials, as well as women's cultural artifacts, we will cover topics such as footbinding and female complicity; the improvement of women's status in the late Ming dynasty and regression in the early Qing; nationalism and feminism after the turn of the century; prostitution in China; and Communism and women's

roles in family and society. A textbook will be assigned in conjunction with other readings to give an overview of Chinese history throughout the period covered.

Evaluation will be based on class participation, short essays, and take-home exam.

No prerequisites. *Enrollment limited.*

Group C

Hour: 11:20-12:35 TR

REEVES

HIST 315(F) The “Christian Century” of Japan (1549-1639)*

The “Christian Century,” if such a conceit can be applied to a period of Japanese history distinguished by tumultuous events that had little to do with Christianity, may be read in various ways: as a catechism; as a political treatise dealing with clashes between systems of authority; as a commercial contract or, rather, as the script of a symbiosis that bound together the interests of Jesuit missionaries, Portuguese merchants, and Japanese magnates; as a manual of cultural misunderstandings and accommodations; as a debate on values, pursued at an uneven but on the whole fairly high intellectual level; and finally as a Jesuit drama composed by its own actors, who struggle for the greater glory of God against demonic forces, defy tyrants, win many souls for Christ, and in the end are crowned with the ultimate triumph of martyrdom. This course seeks to explore some of those dimensions of Japanese and intercultural history.

Format: lecture/discussion. Requirements: classroom participation, a book review or other type of research paper (c. 10-12 pages), and a self-scheduled final examination.

Groups C and D

Hour: 2:35-3:50 MR

ELISONAS

HIST 316(S) Urban Culture in Early Modern Japan*

After an initial discussion of the foundations of the samurai regime of the Tokugawa era, the ideologies that it fostered, and the society that it governed, we shall examine the problems and pleasures of life in the period's big cities, in particular the shogun's capital, Edo. Topics to be treated will include urban space and governance; the townsmen's accommodations and clashes with authority; and popular culture, including a look at the “notorious places,” that is, the bawdy theater districts and the ersatz salons of the prostitute quarters.

Format: lecture/discussion. Requirements: classroom participation, a book review or other type of research paper (c. 10-12 pages), and a self-scheduled final examination.

Groups C and D

Hour: 1:10-2:25 TF

ELISONAS

ADVANCED ELECTIVES: EUROPE AND RUSSIA (322-341)

HIST 322 (formerly 239) Women in Greece and Rome (Same as Classics 239) (Not offered 2001-2002)

(See under Classics for full description.)

HIST 323(F) Jesus of Nazareth and the Gospels (Same as Religion 213)

(See under Religion for full description.)

HIST 324 (formerly 212) The Development of Christianity: 30-600 C.E. (Same as Religion 212) (Not offered 2001-2002)

(See under Religion for full description.)

HIST 325 Charlemagne and the Formation of Europe (AD 700-1000) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist325.html>)

GOLDBERG

HIST 326(S) War in European History

From the ancient world to the twentieth century, war has always played an important part in European history. Europeans have not only constantly been at war with other Europeans, but also with neighboring cultures and, indeed, most peoples around the globe. This course will introduce students to the history of European warfare from its origins in the classical and medieval periods to its maturation in the early modern period (1450-1815), and its disastrous culmination in the nationalist struggles of the nineteenth and twentieth centuries. Has there been a distinctively “European Way of War” from the beginning? How do we explain failure and success in European wars? What exactly happened at the strategic, operational, and tactical levels of war? And what caused changes in the organization and waging of European war from one period to the next?

Format: lecture/discussion. Evaluation will be based on class participation, one short research paper, and midterm and final exams.

History

No enrollment limit (expected: 30). Open to all.

Groups B and D

Hour: 11:20-12:35 TR

WOOD

HIST 327 Knighthood and Chivalry (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist327.html>)

GOLDBERG

HIST 330 The Social History of Ideas: Enlightenment and Revolution (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist330.html>)

SINGHAM

HIST 331 (formerly 307) The French and Haitian Revolutions (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist331.html>)

SINGHAM

HIST 335 (formerly 316) Class, Gender, and Race in Post-1945 Britain (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist335.html>)

WATERS

HIST 339(S) Reconstructing Post-War Germany

This course examines some of the immense challenges of reconstruction faced by Germany in the aftermath of World War II and during the decades that followed. In 1945, with most European governments in some state of collapse or disarray and with civilian populations devastated by the effects of modern warfare, dislocation, Nazi occupation and persecution, it looked by no means certain that either Germany or Europe would recover from self-inflicted wounds. In Germany, the problems of reconstruction were initially tackled less by the Germans themselves, and more by the Allied powers (America, Britain, France and the Soviet Union) who now occupied the country. We will consider the Allied occupations of Germany as case studies in the rebuilding of a fractured society and discredited political system from the ground up, both in their Western capitalist and Soviet communist variants. The problems of reconstruction continued long past the end of the Allied occupations and the division of Germany into East and West; each of the Germanies had to face the larger, less tangible task of reconstructing viable national identities, which could both unify and inspire their citizens, while somehow or other accounting for the traumas and crimes of the recent past. We will follow some of the debates and controversies that have attended this process of cultural reconstruction in both Germanies since the sixties and that still reverberate today.

Format: lecture/discussion. Evaluation will be based on class participation and three papers.

Group B

Hour: 2:35-3:50 TF

ROSENFELD

ADVANCED ELECTIVES: LATIN AMERICA AND THE CARIBBEAN (342-351)

HIST 342 Creating Nations and Nationalism in Latin America (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist342.html>)

KITTLESON

HIST 343 (formerly 328) Gender and History in Latin America (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist343.html>)

KITTLESON

HIST 344 (formerly 305) Latin-American Revolutions and the United States (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist344.html>)

KITTLESON

HIST 346 (formerly 314) History of Modern Brazil, 1822 to the Present (Not offered 2001-2002)*

(See full description online:

<http://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 American Maritime Studies 201) (Offered only at Mystic Seaport.)

(See under American Maritime Studies for full description.)

HIST 353 (formerly 319) Politics and Culture in Colonial British America (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist353.html>)

TRACY

HIST 354(S) (formerly 321) Gender and Community in Early America*

This course is a study of the lives of men and women in the territory that became the United States, from the early-seventeenth century to the Civil War. Experiences of kinship, work, religion, and sexuality will be studied in the context of culturally and geographically varied communities, which constructed different codes of behavior and followed different paths through the complexities of economic and political modernization. Among the topics investigated will be gender systems among the Native Americans east of the Mississippi and the consequences of European incursions; the difference that evangelical religion made among communities of British Americans; the complex construction of community life and gender systems among African Americans; the evolution of ideologies of masculinity when brainwork replaced physical labor as the norm for the middling classes; the critique of a developing consensus about gender that was offered by utopian reform groups; and Westward migration of Euro-Americans and the Civil War as episodes in the history of gender. This course involves extensive reading and discussion of primary and secondary sources. Evaluation will be based on a short interpretive essay (15% of grade), a midterm exam (25% of grade) and then, either a research paper or a final exam (40% of grade), as well as on the quality of contributions to class discussion (20% of grade).

Groups A and D

Hour: 2:35-3:50 MR

TRACY

HIST 357(S) The Rise of American Conservatism

In our time it may be hard to imagine the American political landscape without conservatism, and yet like its counterpart—liberalism—conservatism is a creature of history. In the forms that we recognize today, conservatism had its origins in reactions to the New Deal and went through momentous transformations in the late 1960s and 1970s. And while the Reagan presidency was indeed experienced as political “revolution,” it remains unclear what legacy of conservatism the principles of his administration established. This course will chart that trajectory, seeking to understand what issues conservatives have embraced in different periods; what issues have created conflict among conservative ranks; and how they have mobilized political power at different historical junctures. Evaluation will be based on class participation, one short book review, a take-home midterm, and a final interpretive essay, based in part on primary research.

Group A

Hour: 2:35-3:50 MR

MERRILL

HIST 358 (formerly 242) “The Good War”: World War II and American Culture and Society (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist358.html>)

KUNZEL

HIST 359(F) From Cold War to New World Order

A mere three years after the end of World War II, the United States government identified that it was in a “struggle for power, or ‘cold war’” with the Soviet Union—a struggle “from which we cannot withdraw short of eventual national suicide.” The Cold War developed with remarkable rapidity, and we will focus our initial efforts in this course to understanding how and why the United States established all the structures of the national security state by 1950, examining as well the counterparts to these structures in the Soviet Union. From this foundation we will then explore the myriad ways that the Cold War shaped domestic and international politics in the succeeding decades, particularly in the Third World, and the forces that led to the Cold War’s end. When the Berlin Wall

History

came tumbling down in 1989, expectations ran high on both sides of the “iron curtain” that democracy and a free market might well flourish in the former Eastern bloc and eventually in the Soviet Union. But while there has been some successes on these fronts, the end of the Cold War has also produced a profound reshuffling of international politics. This instability has forced many reassessments of the Cold War era, with which we will conclude this course.

Format: seminar. Evaluation will be based on class participation, weekly response papers, one analytical essay, and a final exam.

Group A

Hour: 1:10-2:25 MR

MERRILL

HIST 361(S) Metropolis: The History of New York City

“Hitherto it had gone by the original Indian name Manna-hatta, or as some still have it, ‘The Manhattoes;’ but this was now decried as savage and heathenish. At length, when the council was almost in despair, a burgher, remarkable for the size and squareness of his head, proposed that they should call it New-Amsterdam. The proposition took every body by surprise; it was so striking, so apposite, so ingenious. The name was adopted by acclamation, and New-Amsterdam the metropolis was thenceforth called,” explained Washington Irving in 1808. In less tongue-in-cheek style, this course examines the evolution of New York City from 1607 to the present. The readings focus on the city’s social and physical histories, and the class discussions compare New York’s development to patterns in other cities. There is an optional tour of New York City during the semester. Evaluation will be based on class participation and several essays.

Groups A and D

Hour: 2:35-3:50 MR

WILDER

HIST 363(S) The Pre-Civil War Slave Narrative as a Genre (Same as English 394)

This lecture and discussion course seeks to examine the genre of slave narrative from its genesis in the 1740’s to 1865. A wide variety of narratives will be read: canonical and non-canonical, English and North American, book-length to a few pages, and narratives written by men and women. General issues to be explored in this course include the historical, social, legal and literary developments that shaped the slave narrative during its “century” of existence. More specifically, we will discuss both contemporary and modern criticism of individual narratives in addition to examining the themes found within the narratives themselves. Some of the narratives that may be included are those of Stephen Smith, Cato, Joseph Mountain, Eleanor Eldridge, Mary Prince, Frederick Douglass, Sojourner Truth, Sally Williams, William and Ellen Craft, Olaudah Equiano, Aaron, Mahommah G. Baquaqua, Venture Smith, Henry Black, Mrs. Chloe Spear, William Wells Brown, Abduhl Rahhahman, and John Joyce.

Format: seminar, discussion. Requirements include class participation, several short essays, and an 8- to 10-page final paper.

Enrollment limit: 19 (expected: 15).

Groups A and D

Hour: 9:55-11:10 TR

MEARS

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: primarily discussion. Requirements: a midterm, a final exam, and a paper of moderate length.

Groups A and D

Hour: 1:10-2:25 TF

DEW

HIST 365 (formerly 312) History of the New South (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist365.html>)

DEW

HIST 368(S) (formerly 246) Cultural Encounters in the American West (Same as American Studies 246)*

This class will explore the history of the trans-Mississippi West by focusing on the encounters between Euro-Americans, Native Americans, African Americans, Latino Americans, and Asian Americans in that region from the time of the Gold Rush to the present. We will examine various

History

historical moments of conflict and cooperation between these groups, as well as their perceptions of their experiences in the West and how historians and other writers have constructed the history of the area. Readings will include traditional and revisionist approaches to Western history, oral histories, travel literature, novels, and selected primary documents.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers (5-7 pages), and a final exam.

Enrollment limit: 40 (expected: 30). Open to all.

Group A

Hour: 8:30-9:45 MWF

WONG

HIST 370 (formerly 308) Studies in American Social Change (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist370.html>)

DEW

HIST 371(S) American Environmental Politics (Same as Environmental Studies 371)

The politics surrounding the environment today are a super-heated source of conflict, at the same time that most opinion polls show that Americans widely embrace many environmental protections. While environmental concerns have long been a part of local politics in America, this course will largely explore the emergence and prominence of environmental issues in national politics, from the first organized conservation efforts in the late-nineteenth century to the present-day concerns with the global environment. Throughout the course we will investigate both how changes in the environment have shaped American politics and how political decisions have altered the American—an even world-wide—environment.

Evaluation will be based on class participation, weekly critical writing, an analytical essay, and a final exam.

Group A

Hour: 8:30-9:45 MWF

MERRILL

HIST 372(S) (formerly 313) The Rise of American Business

An examination of the complex process that saw business enterprise move from a marginal position in the largely agrarian society of the early colonial period to become, by the twentieth century, one of the principal forces shaping American culture. Subjects to be considered: the business and political activities of colonial merchants, early-American attempts at industrialization, the business careers of John D. Rockefeller and Andrew Carnegie, and the growth, since 1900, of multidivisional corporations like DuPont and General Motors. Readings will include historical studies, biography, autobiography, and fiction.

Format: discussion. Students will write a series of short analytical papers and will have the choice of either writing a longer, final essay or taking a final exam.

Enrollment limit: 25 (expected: 20-25). Open to sophomores and also to first-year students with Advanced Placement Credit in American History.

Group A

Hour: 11:00-12:15 MWF

R. DALZELL

HIST 373 (formerly 221) American Religious History (Same as Religion 221) (Not offered 2001-2002)

(See under Religion for full description.)

HIST 374(F) American Jewish History: From New Amsterdam to Williams College (Same as American Studies 213 and Religion 209)~

(See under Religion for full description.)

HIST 376 (formerly 320) Adolescence in America (Same as American Studies 320) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist376.html>)

TRACY

HIST 378(S) (formerly 344) History of Sexuality in America (Same as Women's and Gender Studies 344)

This course explores the shifting and contested meanings and experiences of sex and sexuality, primarily in North America, from the pre-colonial period to the present. We will pay close attention to themes including the development of sexual identities and the construction of sexual subjectivity; the role of sexual practices and ideologies in creating and maintaining social hierarchies of class, race, and gender; and the interplay between politics and sexuality. Topics include colonial American attitudes toward sexuality; Victorian sexual ideology; the shifting boundary between "normal-

History

ity” and “deviance”; the emergence of “modern” sexual identities; the formation of diverse lesbian and gay communities; the “sexual revolutions” of the 1910s and 1960s; and representations of AIDS/HIV.

Format: discussion. Evaluation will be based on class participation, a series of short critical responses, a short essay, and a final research paper.

Enrollment limit: 30 (expected: 30). Open to all.

Group A

Hour: 1:10-2:25 MR

KUNZEL

HIST 379 (formerly 324) Women in the United States Since 1870 (Same as Women’s and Gender Studies 324) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist379.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, 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), a final exam, and class participation.

Enrollment limit: 40 (expected: 30). Open to all.

Group A

Hour: 1:10-2:25 TF

WONG

HIST 381 African-American Religious History (Same as Religion 226) (Not offered 2001-2002)*

(See under Religion for full description.)

HIST 382 (formerly 318) The Black Radical Tradition in America* (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist382.html>)

WILDER

HIST 383(F) Introduction to Black Women’s History (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 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist384.html>)

WONG

HIST 385(S) (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.

History

Format: discussion. Students will be evaluated on class participation, two short papers (5-7 pages), a midterm exam, and a personal or family immigration history (15 pages).

Enrollment limit: 25 (expected: 15). Open to all.

Group A

Hour: 11:00-12:15 MWF

WONG

HIST 386(F) Latinas in the Global Economy: Work, Migration, and Households (Same as Women's and Gender Studies 386)*

This course examines the impact of the global economy on Latinas from 1945 to the present. Using the garment industry as an example of a labor intensive industry that has gone global, we will ask a series of questions regarding the impact on Latinas in their countries of origin and in urban areas in the United States. What impact has the global economy and economic development had on Latinas' work and their households in their countries of origin? How have economic changes and government policies fostered Latinas' migrations? How have Latinas been incorporated into the changing U.S. economy? How have Latinas confronted the challenges created by a globalizing economy? Broadly comparative, this course includes Mexican, Puerto Rican, Cuban, and Dominican women, as well as other Latinas.

Evaluation will be based on class participation, two short essays, and a final paper that will be presented to the class.

Groups A and C

Hour: 9:55-11:10 TR

WHALEN

HIST 387(S) Community Building and Social Movements in Latino/a History (Same as Women's and Gender Studies 387)*

Considering "community" as a contested terrain, we will begin with an exploration of what we mean by "community." Can the term encompass both the unity and the diversity within Latino/a communities? Focusing on Puerto Ricans and Mexican-Americans, topics will include the construction of ethnic communities, the struggle for civil rights, labor movements, and the social movements of the late 1960s and the 1970s. In addition to the unity these efforts represented as Latinos and Latinas confronted the challenges presented by the larger society, we will also address the dynamics of race, ethnicity, class, gender, and sexuality within these communities and movements. Evaluation will be based on class participation, two short essays, and a final paper that will be presented to the class.

Group A

Hour: 9:55-11:10 TR

WHALEN

ADVANCED ELECTIVES: TRANSNATIONAL/COMPARATIVE (392-396)

HIST 393 (formerly 306) Urban Theory (Same as Environmental Studies 393) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist393.html>)

WILDER

HIST 394 (formerly 346) Comparative Masculinities: Britain and the United States Since 1800 (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist394.html>)

WATERS

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. Priority will be given to senior History majors, followed by junior History majors.

ADVANCED SEMINARS: AFRICA AND THE MIDDLE EAST (402-411)

HIST 402(F) African Political Thought (Same as AMES 402)*

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 resources as varied as Pan-Africanism, Nationalism, Classical Liber-

History

alism, 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: seminar. Evaluation will be based on class participation, weekly papers, and a 20- to 25-page seminar paper.

Enrollment limit: 15 (expected: 15). Preference to History majors.

Group C

Hour: 1:10-3:50 W

MUTONGI

HIST 409 (formerly 363) Religion and Revolution in Iran (Same as Religion 234) (Not offered 2001-2002)*

(See under Religion for full description.)

Group C

ADVANCED SEMINARS: ASIA (412-421)

HIST 414(S) The Other Chinas: China, Taiwan and Hong Kong

This course will give students the opportunity to examine the histories of the “other” Chinas—Taiwan and Hong Kong—areas whose importance in the modern geopolitical world is critical, but whose individuality is too often overlooked. The course will focus on these islands’ relationship with Mainland China, as well as on their indigenous histories. Hong Kong’s transformation from a rocky outpost to a colonial haven to a Chinese municipality; Taiwan’s passage from undisturbed island to colonial pawn to reactionary haven to independent (?) nation will all be explored in this course. We will also study the factors that led Mainland China to become so integrally involved in these island outposts.

Students will write a position paper as a final project. There will be no midterm or final exam.

Enrollment limited.

Group C

Hour: 1:10-3:50 W

REEVES

HIST 415(S) European Intrusions Into Asia, 1498-1641*

On 20 May 1498 a Portuguese fleet under the command of Vasco da Gama reached Calicut on the southwest coast of India, initiating what is sometimes called the age of European expansion in Asia and laying the foundation for Portugal’s emergence as a world power. By 1572, when Luis de Camões published his epic poem “The Lusiads,” Vasco da Gama had established himself as one of the principal heroes of the national myth. The quingentenary of his voyage was celebrated in Portugal with festive commemorations and academic conferences in which guests from the entire world participated. Intrepidity and persistence, ingeniousness and pertinacity remain common themes in discussions of the Portuguese explorers. Evidently, scholars are still reluctant to abandon the old paradigm of defiance of the elements and discovery of the unknown, even if some of the Asian civilizations “discovered” by the Portuguese were more ancient than their own and anything but unknown to each other. They occupied social spheres tied together, from one end of Asia to another, by well-developed commercial networks. To be sure, the Portuguese penetrated this world by a novel route. At issue, however, is not so much exploration and discovery but the confluence and conflict of cultures, commercial interests, and imperial ambitions.

To be explored in this seminar are the mythmaking of empire as well as the actual stages of European expansion into Asia. The tentative terminal date, 1641, was chosen because it is the year when the Portuguese (two years after being expelled from Japan, the farthest point in the arc of their reach from Europe) lost their base at Malacca to the Dutch. This event signalled the decline of one European colonial power and the ascendancy of another in maritime Asia.

Students will write a position paper as a final project.

Enrollment limited.

Groups C and D

Hour: 1:10-3:50 W

ELISONAS

ADVANCED SEMINARS: EUROPE AND RUSSIA (422-441)

HIST 425 The First Crusade (Same as Religion 215) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist425.html>)

GOLDBERG

HIST 432(F) Culture and Imperialism in Modern Europe

Most studies of imperialism focus on the ways in which metropolitan colonizing societies have sought to dominate and rule their colonies; in other words, they define imperialism as a one-way

History

street of cultural and social influence. This course will explore the idea of empire as a process of cultural exchange, attending chiefly to the complex relationship between culture and imperialism that obtained in the European metropolis itself. Focusing chiefly (but not exclusively) on the examples provided by the British and French empires in the nineteenth and early twentieth centuries, we will ask what impact imperial possession and ongoing European encounters with colonized and non-Western societies had on the development of metropolitan culture in a number of diverse areas, including popular leisure and entertainment, tourism, museums and exhibitions, orientalism and exoticism in art and literature, the construction of "imperial" capital cities, the disciplines of anthropology, ethnology, and the growth of putatively scientific ideologies of race, class and gender. Readings will include works by Edward Said, Hannah Arendt, J.A. Hobson, Bernard Cohn, Gauri Viswanathan, E.M. Forster, and Joseph Conrad.

Format: seminar. Evaluation will be based on active participation in class discussion and several papers of medium length.

Enrollment limit: 15. Preference given to History majors.

Group B

Hour: 1:10-3:50 W

ROSENFELD

HIST 440 (formerly 372) Reform, Revolution, Terror: Russia, 1900-1939 (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist440.html>)

W. WAGNER

HIST 441 Gorbachev and the Collapse of Soviet Communism (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist441.html>)

W. WAGNER

ADVANCED SEMINARS: LATIN AMERICA AND THE CARIBBEAN (442-451)

HIST 443 (formerly 355) Slavery, Race and Ethnicity in Latin America (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist443.html>)

KITTLESON

ADVANCED SEMINARS: UNITED STATES (452-471)

HIST 453(S) (formerly 361) Salem Witchcraft

In 1692, Salem, Massachusetts became the center of an unusually large concentration of accusations of witchcraft, a common occurrence in contemporary Europe but rare in the British-American colonies. For 300 years scholars, novelists, and (now) film-makers have used this event as a window into religious, economic, and political change in early modern Euro-American culture; recently, gender and sexuality have been placed at the center of the analysis. We survey the vast literature (including published primary sources) on American cases of witchcraft, look at the politics of witchcraft in Europe for comparative purposes, and give a close critical reading of Arthur Miller's play *The Crucible* and the recent film version. Students will write weekly responses to the assigned reading and construct a research paper on some aspect of the historical problems we raise.

Format: seminar. Evaluation will be based on this written work (the weekly responses will count for 25% of the grade, the research paper for 50%, and the quality of contributions to class discussion will be 25% of grade) and participation in class discussion.

Enrollment limit: 15 (expected: 10-15). Preference to History majors.

Groups A and D

Hour: 1:10-3:50 W

TRACY

HIST 454 (formerly 386) The American Revolution (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist454.html>)

TRACY

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 toward the Southern states and the workings out of that policy in the South,

History

particularly as it relates to the freedmen.

The major piece of work in the course will be a research paper based at least in part on primary sources.

Enrollment limited.

Group A

Hour: 1:10-3:50 W

DEW

HIST 466(F) (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. Written work in the course will consist of 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 to History majors.

Group A

Hour: 1:10-3:50 W

R. DALZELL

HIST 467(F) Black Urban Life and Culture*

This course will examine the historical trajectory of the black urban experience in the United States from Reconstruction to the present. As we discuss the interpretive frameworks that have guided scholarship in black urban studies, we will focus on selected themes such as migration, labor, politics and culture. We will investigate these themes through primary documents, secondary works, and visual imagery.

Format: seminar. Evaluation will be based on class participation, class presentations, a short historiographical essay, and a final research paper.

Enrollment limit: 15 (expected: 15). Preference to History majors.

Group A

Hour: 1:10-3:50 W

HICKS

HIST 469(F) Notions of Race and Ethnicity in American Culture (Same as American Studies 403)*

(See under American Studies for full description.)

HIST 470 (formerly 358) The Chinese-American Experience (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist470.html>)

WONG

HIST 471(S) Comparative Latino/a Migrations*

While the popularity of the terms “Hispanic” and “Latino/a” has grown, these umbrella terms can mask widely divergent migration histories. In this course, we will develop the theoretical perspectives needed to untangle a complicated web of differences and similarities in migration histories. We will then use these migration histories to begin a comparative analysis of the experiences of different Latino/a groups in the United States. For example, how do we explain differences in socioeconomic status or political perspectives? Finally, we will ask what, if any, meaningful basis there is for talking about “Latinos and Latinas.” Our discussions will also address the methods used in studying Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches.

Evaluation will be based on class participation, class presentations, a short historiographical essay, an annotated bibliography, and a research paper based in part on primary sources.

Group A

Hour: 1:10-3:50 W

WHALEN

ADVANCED SEMINARS: TRANSNATIONAL/COMPARATIVE (472-479)

HIST 472 (formerly 351) Slavery, Capitalism, and Revolution: The Impact of the New World on Europe, 1700-1900 (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist472.html>)

SINGHAM

HIST 473 (formerly 362) Stuff (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist473.html>)

REEVES

HIST 474(S) 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.

Group A

Hour: 1:10-3:50 W

MERRILL

HIST 475(S) (formerly 356) Modern Warfare and Military Leadership

Since the late-eighteenth century, the history of the West has been marked by a number of enormously destructive and decisive wars fought by nation-states on a continental and global scale. This era witnessed dramatic changes in the size, armaments, organization, and lethal nature of military forces at sea, on land, and, more recently, in the air, culminating in highly mechanized warfare, and its ultimate weapon, the atomic bomb. This course will study that warfare, paying special attention to the role military leadership played in its development. We will concentrate our attention on the Napoleonic Wars, the American Civil War, World War I, and World War II, and such leaders as Napoleon, Lee and Grant, Haig and Ludendorff, Churchill, Hitler, Stalin, Marshall, Eisenhower, and MacArthur. Do these great leaders provide the key to our understanding of modern warfare? Or are certain "timeless" principles, factors, and behaviors that consistently transcend local historical contexts more important?

Format: seminar. Requirements: a substantial (no upper limit on length) research paper on a topic of the student's choice growing out of some aspect of the course. Participants will, in teams of two or three, lead class discussion at least once as well as give class reports on the course readings. There will be several required films, and the class will also play some computerized historical wargames.

Enrollment limit: 15 (expected: 15). Preference to History majors.

Groups A and B

This course is part of the Leadership Studies Cluster.

Hour: 1:10-3:50 W

WOOD

HIST 477 (formerly 352) History and the Body (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist477.html>)

KUNZEL

HIST 478 (formerly 381) The Ghetto From Venice to Harlem (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist478.html>)

WILDER

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 priority will be 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

History

writing of five of six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

HIST 480T(S) (formerly 370T) Western Political Thought in Transition+

While modern Western political thinking traces its roots to classical Greek antiquity, it was creatively transformed during the turbulent centuries stretching from late antiquity to the eighteenth century. This tutorial will focus on that crucial period of transition, which eventuated in the emergence of recognizably "modern" constitutionalist notions of consent, individual rights, and parliamentary representation. Readings will involve both primary texts and secondary sources and will concentrate on the contributions of such authors as Eusebius of Caesarea, Augustine, Aquinas, John of Paris, Marsiglio of Padua, John Locke and Jean-Jacques Rousseau.

Format: tutorial. Each student will write and present orally an essay of approximately 7 pages every other week on an assigned topic focusing on the readings for that week. Students not presenting an essay will be responsible for offering a critique of the work of their colleague. Students will be evaluated on their written work and/or their analyses of their colleague's work.

Enrollment limit: 10 (expected: 10). Open to all.

Groups B and D

Hour: TBA

OAKLEY

HIST 487T(F) (formerly 374T) The Second World War: Origins, Course, Outcomes, and Meaning+

1991 marked the fiftieth anniversaries of the Nazi invasion of Russia and the Japanese attack on Pearl Harbor. Though war had come to Europe as early as 1939, when Germany invaded Poland, after 1941 the war became a truly global conflict of unprecedented extent, ferocity, and destructiveness. As late as 1943 it still appeared that the Axis powers might win the war. But, by the end of 1945, the bombed-out ruins of Germany and Japan were occupied by the Allies, who were preparing to put the surviving Axis leaders and generals on trial for war crimes.

This tutorial will concentrate on a number of important questions and issues which arise from a study of World War II. What were the origins of this central event of the twentieth century? How and why did the war begin? Why did the war take the course it did? What were the most crucial or decisive episodes or events? How did the Allies win? Why did the Axis lose? Could the outcome have been different?

Many of the topics examined will also have to deal with important questions of human responsibility and with the moral or ethical dimensions of the war. Why did France, Britain, and the Soviet Union not stop Hitler earlier? Who was to blame for the fall of France and the Pearl Harbor fiasco? Why did the Allies adopt a policy of extensive firebombing of civilian targets? How could the Holocaust have happened? Could it have been stopped? Did the Atomic bomb have to be dropped? Were the war crime trials justified?

By the end of the tutorial, students will have become thoroughly familiar with the general course the war followed as well as acquiring in-depth knowledge of the most decisive and important aspects of the conflict. Students will have also grappled with the task of systematically assessing what combinations of material and human factors can best explain the outcomes of the major turning points of the war. Students will also have dealt with the problem of assessing the moral and ethical responsibility of those persons, organizations, and institutions involved in the war.

Format: tutorial. Each student will write and present orally an essay of approximately seven double-spaced pages every other week on a topic assigned by the instructor. Students not presenting an essay have the responsibility of critiquing the work of their colleague. The tutorial will culminate in a final written exercise.

Enrollment limit: 10 (expected: 10). Open to all.

Group B

Hour: TBA

WOOD

HIST 488T (formerly 368T) The Politics and Rhetoric of Exclusion: Immigration and Its Discontents (Same as American Studies 368T) (Not offered 2001-2002)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist488.html>)

WONG

HIST 490T (formerly 350T) History, Nostalgia, and the Politics of Collective Memory (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist490.html>)

WATERS

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 W031 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 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

WONG

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.

Limited to senior honors candidates.

Hour: 2:35-3:50 TF

WONG

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

HISTORY OF SCIENCE (Div. II & III)

Chair, Professor DONALD deB. BEAVER

Professor: D. BEAVER**. *Advisory Committee:* Professors: D. BEAVER**, V. HILL.

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. *Technology and Culture* (HSCI 305), an introduction to the history of technology, offers materials which support work in a wide variety of fields: environmental studies, political science, history, philosophy, and the sciences. 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(S) 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: discussion. 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 Division II requirement.

Hour: 11:20-12:35 TR

D. BEAVER

HSCI 224(S) Scientific Revolutions: 1543-1927

How much does science create the sensibilities and values of the modern world? How much, if any, technical detail is it necessary to know in order to understand the difference between propaganda

History of Science, Interdepartmental Program

and fact?

This course investigates four major changes of world view, associated with Copernicus (1543); Newton (1687); Darwin (1859); and Planck (1900) and Einstein (1905). It also treats briefly the emergence of modern cosmogony, geology, and chemistry as additional reorganizations of belief about our origins, our past, and our material structure.

We first acquire a basic familiarity with the scientific use and meaning of the new paradigms, as they emerged in historical context. We then ask how those ideas fit together to form a new framework, and ask what their trans-scientific legacy has been, that is, how they have affected ideas and values in other sciences, other fields or thought, and in society.

Knowledge of high-school algebra is presupposed.

Format: lecture/discussion. Evaluation will be based on five problem sets, two short papers (3-5 pages), and two hour exams.

Enrollment limit: 45.

Satisfies one semester of Division III requirement.

Open to first-year students.

Hour: 9:55-11:10 TR

D. BEAVER

HSCI 240 Technology and Science in American Culture (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hsci/hsci240.html>)

D. BEAVER

HSCI 305 Technology and Culture (Same as History 292) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hsci/hsci305.html>)

D. BEAVER

HSCI 320 History of Medicine (Same as History 293) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hsci/hsci320.html>)

D. BEAVER

HSCI 497, 498 Independent Study (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hsci/hsci497.html>)

COURSES OF RELATED INTEREST

Mathematics 381 History of Mathematics

Philosophy 209 Philosophy of Science

Philosophy 210 Philosophy of Medicine

Sociology 368 Technology and Modern Society

INTERDEPARTMENTAL PROGRAM FOR EXPERIMENTAL AND CROSS-DISCIPLINARY STUDIES

Chair, Professor PETER JUST

Advisory Committee: Professors: JUST, TAYLOR*. Assistant Professors: COX, CRUZ, FRIEDMAN, LOW.

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 346(S) The Afghan Jihad and Its Legacy (Same as Anthropology 346)*

Though it is largely forgotten now, the war in Afghanistan played a pivotal role in the collapse of the Soviet Union, and the repercussions of the war continue to be felt in a variety of significant ways, including in the ongoing challenge presented by Osama Bin Ladin, the Saudi industrialist-cum-Islamic activist, who uses Afghanistan as his base of operations for attacking Western interests in the Muslim world. This course examines the historical and cultural background to the war, the events of the war themselves, and the emergence of the Taliban regime following the Soviet withdrawal. Among the issues to be considered are the war and its impact on the Soviet Union, the spread of Islamic radicalism, the relationship between ethnicity and religion, the position of women under the

Interdepartmental Program

Taliban, and the implications of the collapse of the Afghan nation-state for regional and international political order. In addition to reading about and discussing various aspects of the war, its causes and its aftermath, students will also assist in the development of a DVD on the war that will incorporate extensive video footage shot by Afghan cameramen during the war.

Format: seminar/studio. Requirements: response papers, final, and collaboration in the conceptualization, organization and preparation of the Afghan War DVD.

Prerequisites: permission of instructor. *Enrollment limit: 15 (expected: 15). Priority given to students who have background in social sciences and computer graphics and design.*

Hour: 7:00-9:30 p.m. M

D. EDWARDS

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

INTR 242 Cyberscapes (Same as ArtH 268, ArtS 212 and Religion 289) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/intr/intr242.html>)

TAYLOR

INTR 252 Service, Community, and Self (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/intr/intr252.html>)

TBA

INTR 261(S) Fake: A Path into the Philosophy of Art (Same as Philosophy 261)

Suppose the Williams Record crack investigative reporters discovered that Michelangelo's Mona Lisa has been destroyed, and the painting in the Louvre is actually a nineteenth-century forgery. Should that change your aesthetic appreciation of the work? Ted Turner colorized Casablanca and other classic black and white films. Did he destroy the artistic integrity of the films? Which is better: a damaged Rembrandt, or one restored using twentieth-century materials? Suppose someone writes his name on a ready-made object (such as a urinal) and displays it in a museum. Is it art? These and more questions will be examined by working with philosophical literature, works of art, legal cases (and perhaps an X-ray machine). This course will be taught in conjunction with an exhibition at the Williams College Museum of Art: "But is it Real?" The students in this course will be responsible for preparing the exhibition publications. Students will be required to attend an accompanying lecture series sponsored by the course and WCMA.

Prerequisite: An eagerness to think deeply about what one sees.

Enrollment limit: 50. (We will divide into sections for hands on work in the museum.)

Hour: 11:00-12:15 MWF

GERRARD

INTR 262(S) Liberal Arts & the Modern World

An examination of liberal-arts education in an epoch of information explosion and increasingly bureaucratized expertise. The course begins by reconstructing the age-old debate on the nature and purpose of education. Should education of the young be directed principally at cultivating habits of mind, "character", and civic virtues that make for good citizens and effective actors in the world of affairs? Or should education concentrate on preparing men and women for the pursuit of specific skills or of increasingly specialized, scientific knowledge? Readings here include selected writings of Isocrates, Plato, Cicero, Quintilian, Augustine, Aquinas, Ignatius, Erasmus, Bacon, Newman, Arnold, Huxley, McCosh, Hopkins, Eliot, Dewey, Mead, and Snow, among others. The course traces the historical emergence of American liberal-arts colleges, institutional embodiments of the humanistic tradition, and the later growth of major American research universities, institutional seats and symbols of refined expertise. And the course analyzes the contemporary clash of ideas about the undergraduate curriculum, a debate that echoes ancient disputes. The course will host several Williams alumni/ae who will reflect on liberal-arts education and their experiences both in the world of affairs and in intellectual arenas.

Format: lecture/discussion. Requirements: full participation in the seminar, regular class presentations, and a major term paper.

Enrollment limit: 25.

Hour: 1:10-3:50 T

JACKALL

INTR 273 Sacred Geographies (Same as Anthropology 273 and Religion 273) (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/intr/intr273.html>)

DARROW and JUST

INTR 280(F) Myth (Same as Anthropology 280 and Classics 280)

What are the stories that we human beings tell ourselves? Why do we tell them and what is accomplished in the telling? What is the relationship between storytellers and their audience? What are the

Interdepartmental Program, Jewish Studies

politics of making some stories “official” and others forbidden or subversive? These are some of the questions that this interdisciplinary course will address through a critical reading of myths, legends, narratives and stories from ancient Greek sources, the Hebrew Bible, the Christian New Testament, and a broad selection of traditional societies across time and space. Among the types of story to be considered: origins stories and other charter myths, trickster myths, hero myths, theological myths, apocalyptic myths, and various myths of transformation (e.g., myths of resurrection). While attending to the points of contact between myths of different societies that make comparison of them possible, we will also examine how in structure and function the myths we study are embedded in their own unique society or culture.

Format: lecture/discussion. Evaluation will be based on classroom preparation and participation, two short papers, and a performance exercise.

No prerequisites. *Enrollment limit: 30. Open to first-year students.*

Satisfies one semester of Division I requirement.

Hour: 9:55-11:10 TR

HOPPIN and JUST

INTR 313 Appearance/Reality (Same as Philosophy 313 and Religion 313) (Not offered 2001-2002)

(See under Religion for full description.)

INTR 314 Complexity (Same as Religion 314 and Philosophy 354) (Not offered 2001-2002)

(See under Religion for full description.)

INTR 321(S) Inventing Joan of Arc: The History of a Hero(ine) in Literature, Pictures, and Film (Same as ArtH 321)

(See under Art—ArtH for full description.)

INTR 342(S) Science and Religious Experience (Same as Physics 342 and Religion 342)

The natural world seems very different than it did when the world’s major religions developed. How should our developing understanding of the physical world affect our religious experience? Are the implications of science in conflict with religious concepts? Are science and religious experience entirely separate domains of understanding? Is there useful dialogue between them and perhaps even the possibility of integration?

We will draw our scientific examples from our current understanding of quantum indeterminism and non-locality, from cosmology, and from evolutionary biology. Following William James, we will interpret religious experience as personal affirmation of the meaning of existence, whether or not guided by religious institutions. We will explore the relationship of science to religious experience within the framework of conflict, separation, dialogue and integration developed by Ian Barbour.

Format: lectures, demonstrations, multimedia presentations and discussion. Limited mathematical treatment of scientific concepts. Requirements: three short papers, a midterm exam, and a final paper.

No course prerequisites except that enrollment preference will be given to juniors and seniors having some background in science, religion, psychology or philosophy. *Enrollment limit: 30.*

This course satisfies the Division II distribution requirement. It is recommended for students interested in the implications of science for other disciplines, but it may not be used to satisfy the Division III distribution requirement or the minimum requirements for the Physics major.

Hour: 1:10-2:25 TF

CRAMPTON

INTR 402(S) Topics in Leadership

(See under Leadership Studies for full description.)

INTR 464(S) Automatism (Same as ArtH 464)

(See under Art—ArtH for full description.)

JEWISH STUDIES

Advisory Faculty: Professors: DARROW*, JUST. Associate Professor: CHRISTENSEN. Assistant Professor: KRAUS, *Coordinator*, LEVENE**.

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 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. In order to receive a solid foundation in Jewish Studies, students are strongly encouraged to take at least three courses: REL 203 or REL 209, one "text" course (CLAS/REL 201, 207, 208, CRHE 201-202, ENGL 344, and one "thought" course (REL 206, REL 284, REL 290). The Jewish Studies cluster also sponsors an on-going series of dinner/colloquia throughout each semester on topics of general interest to faculty and students participating in the cluster.

[] Courses not offered in 2001-2002 are listed in brackets.

Courses in Jewish Studies

[ArH 363 The Holocaust Visualized] (to be offered Winter Study 2002)	E. Grudin
Classics/Religion 025 Intercultural Interchange in Israel and Jordan	Kraus
[Classics/Comparative Literature/Religion Literature 201 Reading the Hebrew Bible]	Kraus
[Classics/Religion 203 Introduction to Judaism]	Kraus or Levene
[Classics/Comparative Literature/Religion 207 Biblical Interpretation in Classical Antiquity]	Kraus
[Classics/Religion 208 The Hellenistic World and the Emergence of Rabbinic Judaism]	Kraus
CRHE 201-202 Hebrew (offered if tutor available)	
English/American Studies 344 Imagining American Jews	L. Graver
[Political Science 267 Arab-Israeli Relations]	M. Lynch
[Religion 206 Judaism and the Critique of Modernity]	Levene
Religion 209/American Studies 213/History 374 American Jewish History	Verter
[Religion 284 Imitating God: Wisdom and Virtue in Jewish Thought]	Levene
Religion 290 Heidegger and Levinas	Levene

Courses Partially Related to Jewish Studies

Anthropology/Classics/INTR280 Myth	Hoppin and Just
[Classics/Religion 274 Women's Religious Experiences in the Ancient Mediterranean World]	Buell
[Comparative Literature 152 Adultery and the Fallen Woman]	Cassiday
Comparative Literature 402/French 330 Senior Seminar: The Poetics and Politics of Memory	Stamelman
German 203 German Studies 1900-1938	Druxes
[History 129 Religion, Race and Gender in the Age of the French Revolution]	Singham
History 225/Religion 216 Church, State, and Society in the Middle Ages (A.D. 200-1500)	Goldberg
[History 228 (formerly 209) Europe in the Twentieth Century]	Waters
[History 331 The French and Haitian Revolutions]	Singham
[History 358 (formerly 242) "The Good War": World War II and American Culture and Society]	Kunzel
[History 425/Religion 215 The First Crusade]	Goldberg
[History 478 (formerly 381) The Ghetto From Venice to Harlem]	Wilder
History 487T (formerly 374T) The Second World War: Origins, Course, Outcomes, and Meaning	Wood
[History 490T (formerly 350T) History, Nostalgia, and the Politics of Collective Memory]	Waters
[Political Science/Philosophy 231 Ancient Political Thought]	Reinhardt
[Political Science 244 Middle East Politics: State Formation and Nationalism]	M. Lynch
[Political Science 309 Comparative Constitutionalism]	Jacobsohn
Religion 101 Introduction to Religion	Religion Department
[Religion 231/History 209 (formerly 275) The Origins of Islam: God, Empire and Apocalypse]	Darrow
[Religion 281 Theism, Atheism, and Existentialism]	Levene

Jewish Studies, Latin-American Studies

Religion 288 Monasteries, Yeshivas, and other Universities:

Religion and the Nature of Education

Dreyfus

Russian 402 Senior Seminar: Spectacles on His Nose, and Autumn in His Heart-The World of Isaac Babel

Van de Stadt

Croghan Professorship

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan Bicentennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity. This year's Croghan Professor is Helmut Koester, Professor of New Testament Studies at the Harvard Divinity School. 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. In Winter Study 2002, there will be a travel course to the Middle East, Classics/Religion 025 *Israel and Jordan: Intercultural Interchange, Ancient and Modern*.

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.

LATIN-AMERICAN STUDIES

Advisory Committee: Professors: BELL-VILLADA*, M. F. BROWN*. Associate Professor: MAHON. Assistant Professors: CONNING, FOIAS, KITTLESON*.

Although Williams does not have a formal concentration in Latin-American Studies, the College offers a wide range of courses that explore the history, languages, and cultures of Iberoamerica. Students who are interested in Latin America are encouraged to develop proficiency in Spanish through the courses offered by the Department of Romance Languages. The following courses expose students to the central themes of Latin-American history and to the region's contributions to the contemporary world.

Concepts Courses

Anthropology 101 The Scope of Anthropology

Economics 204/Environmental Studies 234 Economic Development in Poor Countries

Recommended Core Course in Latin-American Studies

Spanish 112 Latin-American Civilizations (*Conducted in Spanish*)

Latin-American History and Culture

Anthropology 215 The Secrets of Ancient Peru: Archaeology of South America

Anthropology 216 Native Peoples of Latin America

Anthropology 217 Mesoamerican Civilizations

Economics 226 Latin American Economic Development

English/American Studies 218 Introduction to U.S. Latina and Latino Literature

History 148 The Mexico 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: A Comparison of Empires

History 286/American Studies 250 Introduction to U.S. Latino Studies (Deleted 2001-2002)

History 343 Gender and History in Latin America

History 344 Latin-American Revolutions and the United States

History 346 History of Modern Brazil, 1822 to the Present

History 367 Social and Economic History of the Southwest, From Pre-Contact to American Occupation (Deleted 2001-2002)

History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households*

Latin-American Studies, Leadership Studies

History/Women's and Gender Studies 387 Community Building and Social Movements in Latino/a History*
History 443 Slavery, Race, and Ethnicity in Latin America
Political Science 344 Rebels and Revolution in Latin America
Political Science 349T Cuba and the United States
Spanish 203 Major Latin-American Authors: 1880 to the Present
Spanish/Comparative Literature 205 The Latin-American Novel in Translation
Spanish 306T Latino Writing: Literature by U.S. Hispanics
Spanish 402 Studies in Modern Latin-American Literature

Study Abroad

Students interested in Latin America are encouraged to pursue junior-year programs in Mexico, Colombia, Ecuador, and elsewhere in Central and South America. The College's foreign study program in Madrid also offers exposure to courses in Latin-American literature and history.

Contract Majors

In consultation with members of the advisory committee, exceptionally qualified students may develop a Contract Major in Latin-American Studies.

LEADERSHIP STUDIES

Chair, Professor GEORGE R. GOETHALS

Advisory Committee: Professors: BUCKY*, DUNN**, G. GOETHALS, S. GRAVER, HOPPIN***, JACKALL, PASACHOFF*, WOOD. Associate Professor: ROSENHEIM. Assistant Professors: MCALLISTER, REEVES. Lecturer: ENGEL.

Courses in Leadership Studies explore the phenomena of leadership in a wide range of historical, cultural, organizational and intellectual domains. The field of Leadership Studies recognizes that leading and following are basic elements of interpersonal relationships and social organization encountered in all groups. While courses in this cluster may provide practical insights into leadership, their principle purpose is to challenge students to appreciate the complex social, psychological, ethical, and aesthetic issues facing leaders of many kinds.

Leadership Studies is neither a major nor a concentration, although contract majors may be developed by students interested in incorporating Leadership Studies into their major area of study. There is a recommended curriculum that may be completed as follows: completion of two "Cluster Course" listed below, two Leadership Studies electives, also listed below, and the capstone course, *Topics in Leadership*. A Leadership Studies Winter Study course may be substituted for either cluster courses or electives. Interested students should speak with the cluster chair to discuss their interest.

Cluster Courses

ArtH 351	The Modern Art World: The Challenge of Leadership in the Midst of Chaos	Mathews
English/American Studies 124	Exemplary Lives	Kleiner and Rosenheim (Deleted 2001-2002)
English 378	The Artist in Society	S. Graver (Deleted 2001-2002)
French 212	Sister Revolutions in France and America	Dunn
History 475	Modern Warfare and Military Leadership	Wood
Political Science 218	Presidential Politics	Cook
Psychology 342	Psychology of Leadership	G. Goethals
Sociology 280	Leadership and Legitimacy	Jackall

Leadership Studies Electives

Economics 208	Modern Corporate Industry	Bradburd
Environmental Studies 302	Environmental Planning and Analysis Workshop	TBA
FRS 102	The Mao Cult	Reeves
History 372	The Rise of American Business	R. Dalzell
History 382	The Black Radical Tradition in America	Wilder
History 438	Nazi Germany	Kohut (Deleted 2001-2002)
History 456	Civil War and Reconstruction	Dew
Music 137	Great Conductors/Great Orchestras	K. C. Roberts
Philosophy 101	Introduction to Moral and Political Philosophy	Dudley, Mladenovic, White
Political Science 213	Theory and Practice of Civil Rights Protest	A. Willingham
Political Science 230	American Political Thought	TBA
Political Science 262	America and the Cold War	McAllister

Leadership Studies, Linguistics

Political Science 310/Psychology 345	Political Psychology	Marcus
Political Science 344	Rebels and Revolution in Latin America	Mahon
Political Science 362	The Vietnam War	McAllister
Religion 211	Paul and the Beginnings of Christianity	Buell
Women's and Gender Studies/Political Science 306	Practicing Feminism	Diggs and C. Johnson

Leadership Studies Winter Study Courses

INTR 010	Corporate Leadership and Social Responsibility	Zimmerman and Kennedy
INTR 012	Philanthropy	Robert Lipp
INTR 013	Managing Non-Profits: An Insider's Look	Czerniak and Lipp
INTR 017	Presidential Leadership: From Washington to FDR	Burns and Dunn
INTR 018	Wilderness Leadership	S. Lewis
INTR 021	Power, Authority and Decisionmaking in the Public Sector	Consolini
INTR 025	Williams in Washington: Leadership in Our Nation's Capital	Carey Moore and Sorenson
INTR 026	Panama: Leadership at the Crossroads of the World	Goethals, Mahon and Mann
SPEC 024	Justice and Public Policy	Keating and Coakley

INTR 402(S) Topics in Leadership

A coordinated set of independent studies on leadership. Students should consult with the chair of the Leadership Studies cluster and propose an independent study on a topic of his or her choosing. Suitable topics might grow out of earlier Leadership Studies courses. The chair will arrange an appropriate independent study supervisor among the faculty involved in the cluster. Individual students and their faculty advisors will meet during the semester with other students enrolled in the course and their faculty advisors for discussions of the various independent projects.

Requirements: extensive independent project and presentation of project to other students and faculty involved in the course.

Prerequisites: two Leadership Studies cluster courses and permission of the instructor.

Hour: TBA

G. GOETHALS

LINGUISTICS (Div. I)

Coordinator: CORNELIUS C. KUBLER

Courses in linguistics enable students to explore language from a variety of perspectives: the internal workings of language as a system of communication, 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 complement study in several other disciplines: Anthropology, Psychology, 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 Linguistics 101.

LING 101(F) Introduction to Linguistics (Same as Anthropology 107)

This course is designed to provide an 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, language change, and language acquisition. Format: lecture/discussion. Requirements: participation in discussions, weekly homework, a mid-term exam, a collaborative project, and a final exam.

No prerequisites.

Hour: 2:35-3:50 MR

AUSTIN

LING 202 Sociolinguistics (Same as Anthropology 230 and Sociology 230) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/ling/ling202.html>)

AUSTIN

LING 212T(S) Language Acquisition and the Question of What's Innate

The acquisition of language is perhaps the most daunting intellectual task that a child faces, yet it is largely accomplished by age four, an age at which most children still can't tie their shoes or tell time.

How are young children able to acquire native competence in language so quickly and effortlessly? Why are adults' attempts to learn foreign languages often doomed to failure, despite their greater cognitive abilities? These questions will provide a forum for exploring current debates raging between nativists and empiricists regarding the very nature of the human mind. The two opposing camps have philosophical roots in the rationalist/empiricist debate of the eighteenth century (and even further back), and their positions are often represented in modern terms as differing on the importance that they ascribe to nature (innate constraints) versus nurture (the role of experience) in language development. In our meetings, we will analyze readings from linguists, philosophers and cognitive psychologists such as Chomsky, Fodor and Bates supporting each position, as well as empirical evidence which bears on these questions in the form of data from first and second language acquisition in children and adults, including the acquisition of sign language.

Students will work in pairs, and will be expected to write a position paper of 5-7 pages every two weeks, as well as to critique each other's papers. The papers will be based on the course readings and on exercises in which students will examine data from child and adult language learners.
Hour: TBA AUSTIN

LING 431(F) Introduction to Chinese Linguistics (Same as Chinese 431)*
(See under Chinese for full description.)

LITERARY STUDIES—see COMPARATIVE LITERATURE

MATERIALS SCIENCE STUDIES

Advisory Faculty: Professor: KARABINOS, D. LYNCH. Associate Professors: S. BOLTON, L. PARK***, STRAIT. Assistant Professors: AALBERTS, SCHOFIELD***.

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 cluster.

Note: Chemistry introductory course sequence will change in 2002. Please see the chemistry section of the catalogue for details.

Core Course in Materials Science:

Chemistry/Physics 318 Materials Science: The Chemistry and Physics of Materials

Cluster Courses:

Biology 101 The Cell
Chemistry 016 Glass and Glassblowing
Chemistry 201-202 Organic Chemistry
Chemistry 301 Physical Chemistry: Thermodynamics
Chemistry 302 Physical Chemistry: Structure and Dynamics
Chemistry/Environmental Studies 304 Instrumental Methods of Analysis
Chemistry 305 Inorganic/Organometallic Chemistry
Geosciences 202 Mineralogy and Geochemistry
Mathematics 209 (formerly MATH 210) 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 Introductory Quantum Physics
Physics 405T Electromagnetic Theory
Physics 411T Classical Mechanics
Physics 451 Solid State Physics

MATHEMATICS AND STATISTICS (Div. III)

Chair, Professor OLGA R. BEAVER

Acting chair for Fall Semester, Professor THOMAS GARRITY

Professors: ADAMS, O. BEAVER**, BURGER, R. DE VEAUX*, GARRITY, V. HILL, LENHART, MORGAN, SILVA. Associate Professor: S. JOHNSON***. Assistant Professors: CHKHENKELI, LOEPP, WITTEW.

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 Multivariable Calculus

Except in unusual circumstances, students planning to major in mathematics should complete the calculus sequence (Mathematics 103, 104, 105) before the end of the sophomore year, at the latest.

Applied/Discrete Mathematics/Statistics (one course)

Mathematics 209 (*formerly MATH 210*) Differential Equations and Vector Calculus *or*

Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210)

Mathematics 251 Discrete Mathematics *or*

Statistics 201 (*formerly MATH 243*) Statistics and Data Analysis *or*

Statistics 231 (*formerly MATH 244*) Statistical Design of Experiments *or*

a more advanced elective in discrete or applied mathematics or statistics, with prior departmental approval: Mathematics 305, 306, 315, 346, 354, 361, 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 (*formerly MATH 210*) 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

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 201).

Two electives from courses numbered 300 and above or Statistics 201.

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, including economics, should consider Mathematics 209 (*formerly MATH 210*), 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.

BUSINESS AND FINANCE

Students interested in careers in business or finance should consider Mathematics 170, 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 (*formerly MATH 210*) 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

The degree with honors in Mathematics 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 or 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. Students who take an Advanced Placement Exam 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 Computer Science are under that heading. 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 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 100(F) Quantitative Studies

This course is intended for all students—(first-year students and upperclass students)—who want to strengthen their basic arithmetic and algebraic skills, and to understand the central concepts of elementary mathematics. Topics will include: signed numbers, fractions, decimals, percentages, exponents, logarithms, scientific notation, polynomials, algebraic fractions, linear and quadratic equations, and graphing. Concepts will be stressed in classroom lectures and discussions; techniques will be developed through daily assignments.

Format: lecture. Evaluation will be based primarily on performance on quizzes and exams.

Prerequisite: permission of the instructor.

Depending on his or her performance on the diagnostic test administered at the beginning of the academic year, a student may be required to take Mathematics 100 or Mathematics 101 as a prerequisite for Biology 101, Chemistry 151, Computer Science 134, Economics 110 or 120, Mathematics 103, Statistics 201, or Physics 131, 141. However, a student need not be planning to take one of these additional courses in order to take Mathematics 100 or 101. *No enrollment limit (expected: 6).*

Hour: 12:00-12:50 MWF

MORGAN

MATH 101(F) Pre-Calculus

The elementary functions—algebraic, logarithmic, and trigonometric—from both a graphical and analytic point of view.

Format: lecture. Evaluation will be based primarily on performance on quizzes and exams.

Prerequisite: permission of the instructor. *Enrollment limit: 15 (expected: 15).*

Hour: 11:00-11:50 MWF, 12:00-12:50 MWF

CHKHENKELI

MATH 103(F,S) Calculus I

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 MATH 103 without the permission of the instructor.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisite: Mathematics 101 (or demonstrated proficiency on a diagnostic test; see Mathematics 101). *No enrollment limit (expected: fall, 60; spring 50).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF

First Semester: MORGAN

12:00-12:50 MWF

Second Semester: CHKHENKELI

MATH 104(F,S) Calculus II

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 the 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.

Prerequisite: Mathematics 103 or equivalent. *No enrollment limit (expected: fall, 70; spring, 50).*

Hour: 8:00-8:50 MWF, 9:55-11:10 TR, 11:20-12:35 TR

First Semester: SILVA, WITTWER

8:30-9:45 TR, 9:55-11:10 TR

Second Semester: O. BEAVER

MATH 105(F,S) Multivariable Calculus

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. Prerequisite:

Mathematics and Statistics

site: Mathematics 104 or equivalent, such as satisfactory performance on an Advanced Placement Examination. *No enrollment limit (expected: 45).*

Hour: 8:00-8:50 MWF, 9:00-9:50 MWF, 10:00-10:50 MWF, 11:00-11:50 MWF, 8:30-9:45 TR

First Semester: ADAMS, LOEPP, SILVA

Second Semester: GARRITY

9:55-11:10 TR

MATH 143(F) Elementary Statistics and Data Analysis (See Statistics 101)

MATH 170(F,S) Mathematics of Finance

This course investigates the mathematics underlying various problems that arise in personal, consumer, and business finance. Topics include simple and compound interest, periodic loans (such as home mortgages and auto loans), present value, future value, bank discounting and rediscounting, amortization, sinking funds, corporate and municipal bonds, perpetual annuities, taxes (including itemization), life annuities, depreciation, inflation, and the basic mechanics of life insurance. Students are required to carry out several spreadsheet projects; instruction on the use of these systems is provided as needed. Although the course does not prepare students for the examinations of the Society of Actuaries, it is basically actuarial in approach, not a course in “how to invest.”

Format: lecture. Evaluation will be based primarily on performance in class quizzes, spreadsheet exercises, and exams.

Prerequisite: Mathematics 103 or equivalent. *Not open to first-year students. Not open to junior or senior Mathematics majors except by permission of the instructor. Not open on a pass/fail basis. Enrollment limit: 42 (expected: 42).*

Hour: 8:30-9:45 TR

V. HILL

MATH 180(S) The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas~

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.

Prerequisite: Mathematics 100 (or demonstrated proficiency on a diagnostic test—see Mathematics 100) or permission of the instructor. *Enrollment limit: 50 (expected: 50). Not open to students who have taken mathematics courses other than Mathematics 100, 101, 103, 170, Statistics 101. (This course is part of the Critical Reasoning and Analytical Skills initiative.)*

Hour: 10:00-10:50 MWF

BURGER

MATH 209(S)(formerly MATH 210) Differential Equations and Vector Calculus

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: lectures/discussion, three hours a week; problem sets. Evaluation will be based on problem sets, hour tests, and a final exam.

Prerequisite: 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

MORGAN

MATH 210(S) Mathematical Methods for Scientists (Same as Physics 210)

(New course for 2001—see under Physics for full description.)

MATH 211(F,S) Linear Algebra

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.

Mathematics and Statistics

Format: lecture. Evaluation will be based primarily on homework and exams.

Prerequisite: Mathematics 105 or 209 or 210 or 251, or Statistics 201. *No enrollment limit (expected: fall, 70; spring, 35).*

Hour: 11:00-11:50 MWF
11:20-12:35 TR

Labs: 2:10-3 W, 3:10-4 W

First Semester: BURGER
Second Semester: SILVA

MATH 243(S) Statistics and Data Analysis (See Statistics 201)

MATH 244 Statistical Design of Experiments (See Statistics 231) (Not offered 2001-2002; to be offered 2002-2003)

MATH 251(F,S) Discrete Mathematics

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, 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. Evaluation will be based primarily on performance on homework 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: fall, 35; spring, 20).*

Hour: 10:00-10:50 MWF
9:00-9:50 MWF

First Semester: WITTWER
Second Semester: WITTWER

MATH 285 Teaching Mathematics (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math285.html>)

MATH 301(F) Real Analysis

The real and complex number systems. Elementary topology of the real line and plane. Functions of a single variable: limits, continuity, differentiability, the Riemann and Riemann-Stieltjes integrals. Sequences, series and uniform convergence. Elementary topology of metric spaces and functions on metric spaces with emphasis on \mathbb{R} .

Format: lecture. Evaluation will be based primarily on performance on problem assignments, projects, and exams.

Prerequisite: Mathematics 105, 211 or permission of instructor. *No enrollment limit (expected: 20).*

Hour: 11:20-12:35 TR

GARRITY

MATH 302 Complex Analysis (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math302.html>)

MATH 305(S) Applied Real Analysis

In this course, we will take a more rigorous look at the limit, the integral, and how they interact. This will give us the background to explore Fourier series and possibly Fourier integrals. Fourier series are fundamental in the study of many differential equations, such as the wave equation and the heat equation.

Format: lecture. Evaluation will be based on performance on homework and exams.

Prerequisite: Mathematics 105 and 211, or permission of instructor. *No enrollment limit (expected: 30).*

Hour: 11:00-11:50 MWF

WITTWER

MATH 306 Chaos and Fractals (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math306.html>)

MATH 312(S) Abstract Algebra

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 (formerly MATH 210), 251 or Statistics 201, or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 10:00-10:50 MWF

LOEPP

Mathematics and Statistics

MATH 313 Introduction to Number Theory (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math313.html>)

BURGER

MATH 315(F) Groups and Characters

An introduction to group theory with emphasis on topics having applications in the physical sciences; greater attention is paid to examples and to the application of theorems than to the more difficult proofs. Topics include symmetry groups, group structure (especially properties related to order), representations and characters over the real and complex fields, space groups (chemistry), matrix groups (physics).

Format: lecture. Evaluation will be based primarily on performance on problem assignments and a final exam.

Prerequisite: Mathematics 211. *No enrollment limit (expected: 10).*

Hour: 9:55-11:10 TR

V. HILL

MATH 316 Protecting Information: Applications of Abstract Algebra and Quantum Physics (*Same as Physics 316*) (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math316.html>)

LOEPP and WOOTTERS

MATH 321(F) Knot Theory

Take a piece of string, tie a knot in it, and glue the ends together. The result is a knotted circle, known as a knot. For the last 100 years, mathematicians have studied knots, asking such questions as, "Given a nasty tangled knot, how do you tell if it can be untangled without cutting it open?" Some of the most interesting advances in knot theory have occurred in the last ten years.

This course is an introduction to the theory of knots. Among other topics, we will cover methods of knot tabulation, surfaces applied to knots, polynomials associated to knots, and relationships between knot theory and chemistry and physics. In addition to learning the theory, we will look at open problems in the field.

Format: lecture. Evaluation will be based on problem sets, midterms, and a final exam.

Prerequisite: Mathematics 211 *or* permission of instructor. *No enrollment limit (expected: 25).*

Hour: 9:00-9:50 MWF

ADAMS

MATH 322 Differential Geometry (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math322.html>)

MORGAN

MATH 323(S) Applied Topology

In topology, one studies properties of an object that are preserved under rubber-like deformations, where one is allowed to twist and pull, but one cannot tear or glue. Hence a sphere is considered the same as a cube, but distinct from the surface of a doughnut. In recent years, topology has found applications in chemistry (knotted DNA molecules), economics (stability theory), Geographic Information Systems, cosmology (the shape of the Universe), medicine (heart failure), robotics and electric circuit design, just to name some of the fields that have been impacted. In this course, we will learn the basics of topology, including point-set topology, geometric topology and algebraic topology, but all with the purpose of applying the theory to a broad array of fields.

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisite: Mathematics 211 *or* permission of instructor. *No enrollment limit (expected: 25). Not open to students who have taken Mathematics 324.*

Hour: 11:20-12:35 TR

ADAMS

MATH 324 Topology (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math324.html>)

MATH 335 Biological Modeling with Differential Equations (*Same as Biology 209*) (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math335.html>)

MATH 341(S) Probability

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physi-

cal sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains. Format: lecture. Evaluation will be based primarily on class participation, performance on homework sets and exams.

Prerequisite: Mathematics 211 or 251 or permission of the instructor. *No enrollment limit (expected: 10).*

Hour: 8:30-9:45 TR

GARRITY

MATH 344 Statistical Design of Experiments (See Statistics 331) (Not offered 2001-2002; to be offered 2002-2003)

MATH 346(F) Regression and Forecasting (See Statistics 346)

MATH 355T(S) Creative Problem Solving

The tutorial will discuss problems inspiring creative thinking from all areas of mathematics. The course material will combine some of the seemingly disparate parts of the students' mathematics backgrounds. Students will learn problem solving techniques and will gain an appreciation of new areas of mathematics by looking at some of the fundamental questions that illustrate the key ideas. The emphasis will be on student presentation and analysis of solutions. Each week students will work in teams of 2 on about 10 problems and will present their solutions and ideas at discussion meetings.

Format: tutorial. Evaluation will be based on oral and written presentations.

Prerequisite: Mathematics 211 or permission of the instructor. *Enrollment limit: 10 (expected: 10).*

Hour: 8:00-8:50 MWF

CHKHENKELI

MATH 360 Mathematical Logic (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math360.html>)

V. HILL

MATH 361(F) Theory of Computation (Same as Computer Science 361)

(See under Computer Science for full description.)

MATH 375(F) Game Theory

Game theory is the study of interacting decision makers involved in a conflict of interest. It is assumed the players rationally pursue objective goals and interact according to specific rules, and we investigate outcomes, dynamics, and strategies. Game theory has been used to illuminate political, economical, social, and evolutionary phenomenon. We will examine concepts of equilibrium, stable strategies, imperfect information, repetition, cooperation, utility, and decision.

Format: lecture. Evaluation will be based on problem sets and exams.

Prerequisite: Mathematics 211 and Mathematics 209 (formerly MATH 210), 251; or Statistics 201; or permission of the instructor. *No enrollment limit (expected: 30).*

Hour: 10:00-10:50 MWF

S. JOHNSON

MATH 381(S) History of Mathematics

A survey of the development of mathematical thought from ancient times to the present, with some consideration of its place in political, social, and intellectual history. Assigned problem studies will explore historical methods of solution, famous mathematical questions, the work of individual mathematicians, and the rise of various branches of mathematics.

Format: lecture. Evaluation will be based primarily on problem assignments and a final exam.

Prerequisite: Mathematics 211. *No enrollment limit (expected: 10).*

Hour: 9:55-11:10 TR

V. HILL

MATH 397(F), 398(S), 497(F), 498(S) Independent Study

Directed independent study in Mathematics.

Prerequisite: permission of the department.

Members of the Department

MATH 402 Measure Theory and Probability (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math402.html>)

O. BEAVER

Mathematics and Statistics

MATH 404(S) Ergodic Theory

Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time. This course will be an introduction to the basic notions in ergodic theory. The course will start with an introduction to the necessary topics from measure theory: sigma-algebras, measurable sets and measurable transformations. Then we will cover ergodic, weak mixing, mixing, and Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank-one constructions.

Format: lecture/seminar. Evaluation will be based on homework and exams.

Prerequisites: Mathematics 301 *or* permission of instructor. *No enrollment limit (expected: 10).*

Hour: 9:55-11:10 TR

SILVA

MATH 408 Wavelets and Fourier Series (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math408.html>)

WITTWER

MATH 413(F) An Introduction to p -Adic Analysis

Almost your entire mathematical life has been spent on the real line and in real space working with real numbers. Some have dipped into complex numbers, which are just the real numbers after you throw in i . Are these the only numbers that can be built from the rationals? The answer is no. There are entire parallel universes of number that are totally unrelated to the real and complex numbers. Welcome to the world of p -adic analysis-where arithmetic replaces the tape measure and numbers take on a whole new look. Here we will explore this new notion of number and discover its impact on arithmetic, geometry, and calculus. It turns out that p -adic analysis not only dramatically simplifies many mathematical areas but also provides a powerful tool for analyzing number theoretic issues.

Format: lecture/seminar. Evaluation will be based primarily on homework, examinations, and class participation.

Prerequisites: Mathematics 312 and either Mathematics 301 or Mathematics 305; or permission of the instructor. *No number theory background is required. No enrollment limit (expected: 20).*

Hour: 9:00-9:50 MWF

BURGER

MATH 414 Abstract Algebra II (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math414.html>)

GARRITY

MATH 416T Diophantine Analysis (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math416.html>)

BURGER

MATH 417(F) Algebraic Error-Correcting Codes

In the modern world, transmission of information is vital. Many methods used to transmit data, however, are susceptible to outside influences that can cause errors. For example, information sent via phone lines can be corrupted by lightening. Algebraic Error-Correcting Codes provide an elegant and efficient way of dealing with these errors. This course will be an introduction to this topic. Although the mathematical tools for designing error-correcting codes (groups, rings, fields, vector spaces) are studied in their own right, we will focus on the applications of these theoretical concepts to coding theory. The course will cover various types of codes including repetition codes, parity check codes, linear codes, Hamming codes and generalized Reed-Solomon codes.

Format: lecture. Evaluation will be based primarily on performance on homework assignments and exams.

Prerequisites: Mathematics 312, or Mathematics 315 and permission of instructor. *No enrollment limit (expected: 20).*

Hour: 11:00-11:50 MWF

LOEPP

MATH 421 Algebraic Geometry (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math421.html>)

GARRITY

MATH 425 Soap Bubbles and Geometric Measure Theory (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math425.html>)

MORGAN

MATH 433 Dynamic Mathematical Modeling (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math433.html>)

S. JOHNSON

MATH 442 Computational Statistics and Data Mining (See Statistics 442) (*Not offered 2001-2002*)

MATH 452 Combinatorics (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math452.html>)

MATH 454(S) Graph Theory with Applications

Investigation of the structure and properties of graphs with emphasis both on certain classes of graphs such as multi-partite, planar, and perfect graphs and on application to various optimization problems such as minimum colorings of graphs, maximum matchings in graphs, network flows, etc.

Format: lecture. Evaluation will be based primarily on problem sets and exams

Prerequisite: Mathematics 211. *Enrollment limit: 25 (expected: 12).*

Hour: 9:00-9:50 MWF

LENHART

MATH W030 Senior Project

Taken by candidates for honors in Mathematics other than by thesis route.

MATH 493(F)-W031-494(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.

Hour: 1:00-2:00 MW

Members of the Department

STATISTICS COURSES

STAT 101(F) (formerly MATH 143) Elementary Statistics and Data Analysis

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.

Prerequisite: Mathematics 100 (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. *No enrollment limit (expected: 40). Not open for major credit to junior or senior Mathematics majors.*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF, 12:00-12:50 MWF

S. JOHNSON, TBA

STAT 201(S) (formerly MATH 243) Statistics and Data Analysis

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.

Prerequisite: Mathematics 105 or equivalent. Students without any calculus background should consider Statistics 101 instead. *No enrollment limit (expected: 65).*

Hour: TBA

Labs: 1:10-2:25 W, 2:35-3:50 W, R

TBA

Mathematics and Statistics, Music

STAT 231 (formerly 244) Statistical Design of Experiments (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/stat/stat231.html>)

R. DE VEAUX

STAT 331 (formerly 344) Statistical Design of Experiments (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/stat/stat331.html>)

R. DE VEAUX

STAT 346(F) Regression and Forecasting

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. 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 homework and exams.

Prerequisites: Statistics 101 or 201, and Mathematics 105 and 211; or permission of instructor. *No enrollment limit (expected: 10).*

Hour: 12:00-12:50 MWF

TBA

STAT 442 Computational Statistics and Data Mining (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/stat/stat442.html>)

R. DE VEAUX

MUSIC (Div. I)

Chair, Professor DOUGLAS B. MOORE

Professors: BLOXAM***, D. KECHLEY*, D. MOORE, K. C. ROBERTS. Associate Professor: E. D. BROWN. Assistant Professors: HIRSCH, A. SHEPPARD, PEREZ VELAZQUEZ. Visiting Assistant Professor: DOBBINS. Lyell B. Clay Artist in Residence in Jazz Performance/Lecturer in Music: JAFFE***. Artist in Residence in Choral and Vocal Performance/Lecturer in Music: B. WELLS. Artist in Residence in Orchestral and Instrumental Performance/Lecturer in Music: FELDMAN. Visiting Artist in Residence in Jazz Performance: SANFORD. Artist in Residence: STEVENSON (piano). Ensemble Directors: BODNER (Symphonic Winds), M. JENKINS (Marching Band); STACEY (Percussion Ensemble, percussion); SUNDBERG (Brass Ensemble, trumpet); S. WALT (Woodwind Chamber Music, bassoon). Adjunct Teachers: ACETO (piano), HEBERT (flute), C. JENKINS (oboe), J. KECHLEY (flute), K. KIBLER (voice), LAWRENCE (piano, organ, harpsichord, Musicianship Skills Lab), MARTULA (clarinet), PARKE (cello), PHELPS (guitar), ST. AMOUR (viola), M. WALT (voice), WILLIAMSON (saxophone).

MAJOR

Sequence Courses

Music 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, 301, 308, 325, 326, 427, 428.

Department strongly recommends that students elect at least one course from each group.

It is strongly recommended that prospective majors complete Music 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:

- a. *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.
- b. *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.
- c. *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)-W031-494(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.

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 Coordinator of Private Instruction.

There are two introductory courses in music at Williams College. The student is urged to read the descriptions of Music 101 and 103, and to consult the instructors to determine which course will best assist his or her growth in understanding music.

MUS 101(F) 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 based on two tests, two concert reports, and a final exam.

No prerequisites.

Enrollment limit: 40.

Hour: 10:00-10:50 MWF

HIRSCH

Music

MUS 103(F) Basic Music Theory and Musicianship

This course is designed for students with a strong instrumental or vocal background. Although there is no prerequisite, students are expected to be proficient in reading at least one clef. Students should take a placement exam during First Days.

Prepares the student for the study of common-practice harmony with a review of the fundamentals of music theory and an introduction of triadic harmony through figured bass realization at the keyboard, composition of harmonic progressions, harmonization of melodies, and extensive eartraining exercises.

The first half of the course reviews the basic principles of pitch and rhythmic notation, key signatures, modes, scales and intervals and triads, as well as the fundamentals of triadic harmony. The remainder of the course emphasizes triadic progression through written assignments and figured bass realization at the keyboard including inversions and some altered chords.

Sightsinging, sightreading, eartraining, and harmonic structural analysis are pursued concurrently with keyboard and written theory. Students are required to attend a weekly skills lab and to develop, outside of class, their vocal, aural, and keyboard competence through regular practice. Music software may be used for some written assignments as well as eartraining drill. The software will be available both on the network and in the Bernhard Music Technology Lab.

Format: three lectures and one eartraining skills lab per week. Evaluation will be based on assignments, quizzes, and a final exam. All will have both written and aural components. Students with previous theory training or Advanced Placement credit may be permitted to go directly into 104; see department.

Enrollment limit: 15 in each section.

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF Labs: 9:55-10:45 TR; 1:10-1:55 TF, MR

DOBBINS

MUS 104(S) Music Theory and Musicianship I

This course is designed for potential majors and students with a strong instrumental or vocal background. Students are expected to have competence in reading all clefs and must have a working knowledge of triadic harmony and figured bass realization. Students should take a placement exam during First Days.

A study of common-practice harmony with emphasis on both keyboard and chorale style. The course reviews triadic progression in keyboard style, introduces principles of chorale style and part writing, non-chord tones, dominant seventh and other seventh chords, borrowed chords, and modulation all through written assignments, figured bass realization at the keyboard, eartraining exercises, and analysis of musical examples of the period.

Sightsinging, sightreading, eartraining, and dictation are pursued concurrently with keyboard and written theory. Students are required to attend a weekly skills lab and to develop, outside of class, their vocal, aural, and keyboard competence through regular practice. Music software will be used for some written assignments as well as eartraining drill. The software will be available both on the network and in the Bernhard Music Technology Lab.

Format: three lectures and one eartraining skills lab per week. Evaluation will be based on assignments, quizzes, and a final exam. All will have both written and aural components. Students with Advanced Placement credit or the equivalent may be permitted to go directly to 201; see department.

Prerequisite: Music 103 or permission of instructor. *Enrollment limit: 15 in each section.*

Note: Music 104 cannot be taken on a pass/fail basis

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF Labs: 9:55-10:45 TR; 1:10-1:55 TF

DOBBINS

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 Opera (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus106.html>)

A. SHEPPARD

MUS 107 Verdi and Wagner (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus107.html>)

Staff

MUS 108(F) The Symphony

A combined musical and cultural historical study of the symphony as observed in the late-eighteenth through the twentieth century. Particular attention to Haydn, Mozart, Beethoven, Brahms,

Music

Tchaikovsky, Mahler, and Shostakovich. Emphasis on listening.

Format: two lectures per week. Requirements: two quizzes, based on listening and readings, one short paper, and a final exam.

No prerequisites.

Hour: 9:55-11:10 TR

D. MOORE

MUS 109(S) Music for Orchestra

An introductory survey of music written for the symphony orchestra from the Classical period through the present day. The course will trace the development of orchestral genres such as the concerto, symphonic poem, suite, variations, and concert overture, with examples written by major composers such as Haydn, Mozart, Beethoven, Berlioz, Mendelssohn, Liszt, Smetana, Brahms, Richard Strauss, Elgar, Ravel, Bartok, George Crumb, Elliott Carter, and Ellen Zwilich. Development of the musical styles since 1780, the place of the composer in society, and relationship of program music to the text are among the subjects to be considered. Emphasis on listening.

Format: two lectures per week. Evaluation will be based on two hour exams from listenings and readings, one short paper and a final exam.

No prerequisites.

Hour: 11:20-12:35 TR

D. MOORE

MUS 110(F) Chamber Music

An introductory survey of chamber music from the early-eighteenth through the twentieth centuries. Defined for this course as ensemble music for from three to eight players, we will consider string quartets, works for strings and piano, and examples of wind and brass chamber music by Bach, Haydn, Mozart, Beethoven, Bartok, Mendelssohn, Beach, Hailstork and many others. Several live performances will be presented in class by faculty and visiting chamber musicians, and attendance at a chamber concert in Williamstown or another city will be expected.

Format: two lectures per week. Evaluation will be based on several listening quizzes or short exams, a paper based on research or listening, and a final exam.

Hour: 1:10-2:25 MR

D. MOORE

MUS 111 Popular Music: Revolutions in the History of Rock (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus111.html>)

A. SHEPPARD

MUS 114 American Music (*Not offered 2001-2002*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus114.html>)

Staff

MUS 115(F) Introduction to Twentieth-Century Music

Twentieth-century Euro-American art music involved a persistent exploration of the limits of musical possibility. Encounters with this music often challenge our ears and musical minds and require us to reconsider fundamental conceptions of music itself. Throughout the course, we will investigate in what ways the basic elements of music (e.g., harmonic organization, rhythm, timbre, instrumentation and performance conventions) were extended and revolutionized. Topics and styles to be discussed include: atonality, expressionism, twelve-tone techniques, neoclassicism, electronic and computer music, music theatre, stochastic music, minimalism, and neoromanticism. We will also consider the music of this century in relation to contemporary developments in the other arts and to popular musical styles. The syllabus will include works by such composers as Debussy, Mahler, Stravinsky, Schoenberg, Webern, Bartók, Weill, Milhaud, Shostakovich, Ives, Copland, Babbitt, Stockhausen, Messiaen, Boulez, Berio, Cage, Górecki, and Glass.

Format: lecture/discussion. Evaluation will be based on two tests, two short papers, and a final exam.

No prerequisites. *Enrollment limit: 20.*

Hour: 11:20-12:35 TR

A. SHEPPARD

MUS 116(S) Music in Modernism+

The synthesis of the arts was a primary pursuit of modernist composers, artists, choreographers, and writers. Seeking either to realize Wagner's "total work of art" in the theater, or to uncover the more general correspondences celebrated by Baudelaire, modernists consistently looked beyond their own media. Collaborations on works of "total theater" were common: Satie, Cocteau, Massine, Picasso; Brecht, Hindemith, Weill; Stravinsky, Nijinsky, Bakst; Claudel, Honegger, Rubinstein. Modernists explored new connections between music and color (Scriabin, Kandinsky), music and literature (Joyce, Mann), and music and dance (Duncan, Graham). Occasionally, modernists at-

Music

tempted to unite the arts on their own: Schoenberg painted, Pound composed, and Kokoschka wrote. Our focus will be on those works of music, art, dance, and literature that explored new relationships between the arts. One goal will be to investigate whether specific equivalents exist between techniques of modernist painting, poetics, choreography, and composition. Aware of the risks and rewards of interdisciplinary study, we will attempt our own theories of artistic synthesis. This course is designed to bring multiple perspectives to the study of music in modernism.

Format: lecture/discussion. Evaluation based on three papers and class participation.

No prerequisites. *Enrollment limit: 20.*

Hour: 1:10-2:25 MR

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 based on class participation, listening quizzes, several short papers, and a final exam.

Prerequisites: none. *Enrollment limit: 19.*

Hour: 1:10-2:25 TF

HIRSCH

MUS 118 Bach (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus118.html>)

BLOXAM

MUS 120(S) Beethoven

A consideration of selected compositions from each of Beethoven's creative periods. Special emphasis will be placed on the "Eroica" symphony, the piano sonatas, the string quartets, "Fidelio," and the Ninth Symphony. The course will examine Beethoven's music in its historical context and evaluate the changes brought about by his art.

Format: two lectures per week. Evaluation will be based on class preparation and discussion, a series of listening quizzes, and a final project.

Hour: 9:55-11:10 TR

K. C. ROBERTS

MUS 122 African-American Music (Not offered 2001-2002)*+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus122.html>)

E. D. BROWN

MUS 123(S) 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.

Evaluation will be based on weekly assignments, a midterm exam, and a final project. Some background in acoustics/physics is desirable.

Students will be required to attend one skills lab per week.

Knowledge of and proficiency with musical notation is required. Due to the limitations of the Electronic Music Studio facility, enrollment will be limited to 12. Preference given to Music majors or potential Music majors, first or second year students, and students with experience in related fields.

Hour: 2:35-3:50 MR

Lab: 8:30-9:45 T

PEREZ VELAZQUEZ

MUS 125 Music Cultures of the World (Not offered 2001-2002)*+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus125.html>)

E. D. BROWN

MUS 126 Musics of Asia (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus126.html>)

A. SHEPPARD

MUS 128 Masters of Russian and Soviet Music (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus128.html>)

K. C. ROBERTS

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: 1:10-2:25 TF

E. D. BROWN

MUS 132(S) Women and Music (Same as Women's and Gender Studies 132)

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: 12:00-12:50 MWF

HIRSCH

MUS 134(F) Music and Ritual

Throughout human history worldwide, music has been and continues to be recognized as a powerful medium enabling access to the spiritual, the divine, and the magical. This course will examine the role music has played in the spiritual dimension of human existence over the past millennium, focusing primarily but not exclusively on music within the Western Christian tradition. Listening and reading assignments will explore such topics as music in medieval monasteries and convents, rituals of worship in the age of cathedrals, Renaissance music for the cult of saints, Bach as theologian, the Romantic Requiem, and twentieth-century composers' search for the spiritual in an age defined by world war and technological revolution. American topics may include Native American music, Shape Note singing, African-American Gospel music, and the New Age music phenomenon.

Format: two meetings per week. Field trip(s) may be required. Evaluation will be based on quizzes, short written assignments, and a final project.

No prerequisites.

Hour: 9:55-11:10 TR

BLOXAM

MUS 136 Music in the Baroque Era (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus136.html>)

MUS 137(F) Great Conductors/Great Orchestras

An examination of the rise of the conductor in the nineteenth century and the growth of the orchestra in the late-nineteenth and twentieth centuries with special attention to the role of the maestro in building the musical organization and repertoire in Europe and in North America. Special attention will be given to figures for whom we have major legacies of recorded and visual materials: Bernstein, Toscanini, Koussevitzky, Stokowski, Karajan, Solti, Szell, etc.; together with their respective musical organizations and the rise and influence of the recording industry in the twentieth century. Music covered will include both opera and the traditional symphonic repertoire of the nineteenth and twentieth centuries. The role of the orchestra as the center of North-American musical life will be examined historically together with the changed status due to a change of patronage now. Students will be encouraged to work on a project of a particular orchestra and related conductors to produce a research project reported both orally and in written form at semester's end.

No prerequisites. Students from the disciplines of the social sciences particularly welcome.

Hour: 11:20-12:35 TR

K. C. ROBERTS

MUS 140 Introduction to the Music of Duke Ellington (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus140.html>)

JAFFE

Music

MUS 141 Introduction to the Music of John Coltrane (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus141.html>)

JAFFE

MUS 201(F), 202(S) Music Theory and Musicianship II

Music 201-202 presents the harmonic practices of the nineteenth and twentieth centuries (c. 1825-1950) through analysis, performance, dictation, and composition of characteristic examples of “romantic” and “modern” harmony.

In Music 201 the development of chromatic harmony is presented from Beethoven through Debussy and Mahler by means of analysis, composition, sightsinging, keyboard application and dictation. In Music 202 the principles of twentieth-century harmony, from Schoenberg to Varese and the “avant-garde,” are presented by means of analysis, composition, sightsinging, performance application and dictation.

To supplement the development of musical skills appropriate to the period, students are expected to attend weekly skills labs in eartraining, sightsinging, and keyboard application, as well as to develop, outside of class, their vocal, aural, and keyboard competence through regular practice of the materials supplied.

Format: three lectures and one skills lab session per week. Evaluation will be based on class participation, written projects of various lengths, and a final exam.

Prerequisite: Music 104 *or* permission of instructor.

Hour: 12:00-12:50 MWF

Labs: 1:10-2 T, 2:10-3 W

PEREZ VELAZQUEZ

MUS 203T(F), 204T(S) Composition

This is a beginning course in free composition taught in tutorial format. Students will meet twice weekly; once with regard to student’s own creative projects (for acoustic and/or electronic media), and once in meeting with other composition students in which presentations are given, such group meetings to cover areas such as contemporary compositional techniques, contemporary fashions of musical analysis, and compositional trends since World War II.

Student presentations will develop these areas via the tutorial format. Also, each student is expected to arrange for the performance of his or her work(s) at least twice a year.

Prerequisites: Music 201 and 202 *or* permission of the instructor.

Hour: 1:10-2:25 MR

First Semester: PEREZ VELAZQUEZ

1:10-2:25 MR

Second Semester: DOBBINS

MUS 207(F) 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.

Required for Music majors. Open to qualified non-majors with the permission of the instructor.

Hour: 10:00-10:50 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.

Evaluation will be based on class participation, written assignments, a midterm, and a final exam.

Format: Three lecture/discussions per week.

Required of music majors. Open to qualified non-majors with permission of instructor. Enrollment limit: 15.

Hour: 10:00-10:50 MWF

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 West-

Music

ern 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: two lecture/discussions per week. Evaluation will be based on written assignments, in-class reports, participation, a midterm, and a final exam.

Required of Music majors. Open to qualified non-majors with permission of instructor. Enrollment limit: 15.

Hour: 11:00-12:15 MWF

A. SHEPPARD

MUS 211 Arranging for Voices (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus211.html>)

B. WELLS

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 applications 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 exercise 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. *Cannot be taken pass/fail.*

Prerequisite: Music 103 or permission of the instructor. Music 104 strongly recommended. *Enrollment limit: 15.*

Hour: 2:35-3:50 MR

JAFFE

MUS 213(S) Jazz Theory and Improvisation II

A continuation of Music 212, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, such as modal interchange and minor key harmony, use of symmetric scales, commonly-used reharmonizations of the blues and "I Got Rhythm" chord progressions, and Coltrane's "Three Tonic" harmonic system.

The format is the same as for Music 212, with two weekly meetings, alternating between theory and performance sessions.

Requirements: two transcription projects and an original composition, as well as a midterm and final exam and participation in a recital at the end of the semester.

Prerequisite: Music 212. *Enrollment limit: 15.*

Hour: 2:35-3:50 TF

SANFORD

MUS 214(F) Basic Conducting

This course will introduce and develop a broad range of skills associated with conducting. Primarily focusing on score reading and baton technique, the course will include exercises in sightsinging, keyboard skills, vocal/instrumental skills, musicological pursuits, rehearsal techniques, aural training, and organizational skills.

Weekly conducting and score reading assignments will form the core of the work load and larger projects involving conducting existing ensembles (vocal and/or instrumental) will be the basis of the midterm and final exams.

Prerequisite: permission of the instructor.

Hour: 2:35-3:50 MR

FELDMAN

MUS 215 Choral Conducting

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus215.html>)

B. WELLS

MUS 216 Orchestral Conducting (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus216.html>)

FELDMAN

Music

MUS 223T Music Technology II (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus223.html>)

PEREZ VELAZQUEZ

MUS 230 Seminar in Caribbean Music (Not offered 2001-2002)*+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus230.html>)

E. D. BROWN

MUS 231(S) Nothing But the Blues*~

For the past 100 years, blues has been an important and influential form of African-American music that has spread its influence far beyond Black Americans. This seminar examines the history and evolution of the blues and asks several questions. What values and beliefs are implicit in or are expressed through the blues? How has the social experience of African-Americans affected blues music? How has this music changed over time and in different places? Have these changes allowed this music to speak to audiences? What have various forms of the blues meant to African-Americans, to white Americans, to Europeans, Africans, and other peoples? Are there significant differences in the ways in which men and women approach singing or playing the blues? What has been the impact of the blues on other forms of music?

Evaluation will be based primarily on student presentations in class and essays.

Prerequisite: prior knowledge of, or course work in, music, African-American history, or African-American culture. *Enrollment limit: 10.*

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

Hour: 9:55-11:10 TR

E. BROWN

MUS 251-258 Individual Vocal and Instrumental Instruction

Private lessons in voice, keyboard and most orchestral instruments offered for one-half course credit per semester. Must be taken in addition to four full-credit courses. May be taken as graded or pass/fail as with all fifth courses.

Lessons given once each week (TBA). Student is expected to practice one hour per day. All private instruction involves an extra fee which is partially subsidized by the department. For further information and guidelines, or to secure a contract for lessons, see the Coordinator of Private Instruction. Register for course number 251, with the appropriate section number from the following paragraph. Students will be reassigned to course numbers 252-258 based on the number of semesters of instruction already taken.

Register for specific instrument or voice by the appropriate section number. (01 Bassoon, 02 Cello, 03 Clarinet, 04 Double Bass, 05 Flute, 06 Guitar, 07 Harpsichord, 08 Horn, 09 Jazz Piano, 10 Oboe, 11 Organ, 12 Percussion, 13 Piano, 14 Saxophone, 15 Trumpet, 16 Viola, 17 Violin, 18 Voice, 19 Jazz Bass, 20 Jazz Vocal)

Prerequisite: Music 103 or permission of the Coordinator of Private Instruction.

Staff

MUS 301 An Introduction to Modal and Tonal Counterpoint (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus301.html>)

Staff

MUS 308 Orchestration and Instrumentation (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus308.html>)

Staff

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.

Staff

MUS 402(S) Senior Seminar in Music

This seminar, the culminating course in the major, will focus on a classic subject of musical inquiry: the relationship between music and language. Is music itself a language? Does joining words to music impart power to the words or provide signification to the music? How should text be set to music? These questions have intrigued composers, philosophers, and linguists throughout history and across the globe. Our work in this seminar will involve both the analysis of specific vocal styles and the critical interpretation of historical and contemporary theories of music and language. We

Music

will investigate such topics as: polytextuality in the fourteenth-century motet; stile rappresentativo and Italian humanism; symbolic language in Bach; Rousseau's theory of music as ideal language; rhetoric and the Classical style; detached texts in nineteenth-century instrumental music and musical analysis; musical narration in nineteenth-century opera; traditions of Buddhist chant; Qur'anic recitation as non-music; experimental vocal techniques in the twentieth century; the ballads of Cole Porter; Dylan's bardic style; the voice and technology.

Evaluation will be based on papers, presentations, and class participation.

Hour: 1:10-3:50 W

A. SHEPPARD

MUS 493(F)-W031-494(S) Senior Thesis

Required for all students approved for thesis work in music.

Staff

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

Staff

SPECIAL STUDIES IN THE MUSICAL ART

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 to fulfill some project established by the consent of teacher, student, and department. The election is utilized to supplement the department's course offerings, and may include such projects as:

- a. independent study in the performance of and literature for voice, piano, organ, or an orchestral instrument with participation in periodic Performance Seminar required;
- b. independent lessons in composition;
- c. coaching, rehearsal, and performance of instrumental or vocal chamber music;
- d. advanced work in music theory (critical methods and analysis, solfeggio, keyboard harmony, ear-training and dictation, counterpoint and orchestration). Prerequisite: Music 202;
- e. advanced studies in modal counterpoint (composition and analysis of contrapuntal structure from 1150-1600, from Leonin through Lassus). Prerequisite: Music 301;
- f. advanced studies in tonal counterpoint (composition and analysis of contrapuntal structures from 1600-1914, from Monteverdi through Schoenberg). Prerequisite: Music 301;
- g. 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;
- h. advanced work in music history;
- i. advanced studies in jazz improvisation.

The project may be continued by the election of the next-higher numbered course or another facet of the musical art. 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. 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. 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.

CHAIR and Members of the Department

NEUROSCIENCE (Div. III)

Chair, Professor STEVEN J. ZOTTOLI (*First Semester*)

Professor BETTY ZIMMERBERG (*Second Semester*)

Advisory Committee: Professors: G. GOETHALS, P. SOLOMON, H. WILLIAMS, ZIMMERBERG**, ZOTTOLI. Assistant Professor: ADLER.

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 repair of the damaged human brain such as the use of brain implants. 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.

Introduction to 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-W031-494 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 Introduction to 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 411 Plasticity in the Nervous System

Neuroscience, Performance Studies

Group B

Psychology 312	Drugs and Behavior
Psychology 313	Human Neuropsychology
Psychology 314	Left Brain, Right Brain (Deleted 2000-2001)
Psychology 315	Hormones and Behavior
Psychology 316	Clinical Neuroscience
Psychology 318	Neural Systems and Behavior
Psychology 362	Psychoneuroimmunology

NSCI 201(F) Introduction to 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: lectures, three hours a week; laboratories every other week. Evaluation will be based upon laboratory reports, a lab practical, two hour exams and a final exam.

Prerequisite: Psychology 101 or Biology 101. *Open to first-year students who satisfy the prerequisite. Enrollment limit: 144 (expected: 100). Preference given to Biology and Psychology majors. Satisfies one semester of the Division III requirement.*

Hour: 9:55-11:10 TR

Labs: 1-3:50 M, T, W

ADLER and P. SOLOMON

NSCI 401(S) Topics in Neuroscience

Neuroscientists explore the empirical and theoretical 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 empirical evidence for theoretical issues, and (2) to gain an experiential understanding of this discipline through group work, oral presentations, and experimental design. 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.

Prerequisite: This course is open only to seniors in the Neuroscience program. *Enrollment limit: 24 (expected: 16). Preference given to seniors in the neuroscience program.*

This course is required of all senior students in the Neuroscience Program.

Hour: 1:10-3:50 W

ZIMMERBERG

NSCI 493(F)-W031-494(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.

PERFORMANCE STUDIES

Advisory Faculty: Professors: BUCKY*, D. EDWARDS, EPPEL, HOPPIN***, OCKMAN*, DARROW*, *Coordinator:* Associate Professor. CASSIDAY. Assistant Professors: BEAN, *Coordinator*, BURTON, S. HAMILTON, KAGAYA, L. JOHNSON, A. SHEPPARD. Lecturers: BROTHERS, JAFFE***.

Performance Studies provides an opportunity to inhabit a place where the making of artistic and cultural meaning intersects with critical reflection on those processes. The cluster 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, foreign languages, Comparative Literature, English, History, Music, Philosophy, Psychology, Religion and Theater.

The cluster allows faculty and students to conduct intensive and focussed interdisciplinary studies in performance. 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 cluster draws.

Performance Studies, Philosophy

Students in Performance Studies are encouraged to do three things: 1) try different artistic media, both in the curriculum and beyond; 2) move between the doing of art and performance and thinking about that process; and 3) prepare a portfolio of their work in different media. The list of courses below is divided between doing courses (practicums) and reflection/criticism courses. Voluntary portfolios are entirely optional. 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, comparison of the artistic media employed and also demonstrate performance criticism on the work of others. 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 committee and will be presented in the senior year to faculty and students interested in the cluster.

Reflection and Criticism Courses

Anthropology 328T Emotions and the Self
Anthropology 364 Ritual, Politics, and Performance
Comparative Literature 111/English 120 The Nature of Narrative
English 376/ArtS 384 Documentary Technologies
English 373/Comparative Literature 343 Modern Critical Theory
INTR 242/ArtH 268/ArtS 212/Religion 289 Cyberscapes
Japanese 276 Premodern Japanese Literature and Performance
Music 106 Opera
Music 130 History of Jazz
Music 140 Introduction to the Music of Duke Ellington
Music 141 Introduction to the Music of John Coltrane
Philosophy 308 Wittgenstein's *Investigations*
Philosophy 327 Foucault: Gender, Power, and the Body
Religion 302 Religion and Society
Theatre 205 Culture of Carnival
Theatre 210 Multicultural Performance
Theatre/ArtS 323 Theatre of Images

Practicum Courses

ArtS 230 Drawing II
ArtS 241 Painting
ArtS 288 Video
English 281 The Writing of Poetry
English 283 Introductory Workshop in Fiction
Music 203T, 204T Composition
Music 212, 213 Jazz Theory and Improvisation
Music 214 Basic Conducting
Music 215 Choral Conducting
Physical Education Dance, Pilates Method Matwork
Theatre 201 The Design Response
Theatre 306 Advanced Acting
Theatre 307 Stage Directing
Theatre 322T Performance Criticism
Theatre/ArtS 323 Theatre of Images
Theatre 324 Theatre for the Ear: Telling Stories Through Sound

PHILOSOPHY (Div. II)

Chair, Professor ALAN WHITE

Professors: SAWICKI*, WHITE. Associate Professor: GERRARD. Assistant Professors: CRUZ, DUDLEY, MLADENOVIC.

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. Following 101 and 102, students should take 201 and 202 again in either order; neither is required for the major, but both are prerequisites for many upper-level courses and both are strongly recommended for students who think they may be interested in pursuing graduate study in philosophy. The final *required* course is the Senior Seminar, Philosophy 401.

Following your completion of 201 and 202, you will have the background you need in order to decide which four additional courses will, along with the Senior Seminar, best complete your major. Members of the department will gladly advise you, but you will have discovered which areas, topics, and figures are most important to you. Non-majors are invited to ask the chair for advice on course selection.

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, both at the time of applying for candidacy and at the end of senior year. 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+

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.

Emphasis on class discussion and the writing of critical papers. Requirements: frequent short papers, totaling 20-30 pages. This course is *writing-intensive*.

Philosophy

No prerequisites. *Enrollment limit: 25 per section (expected: 20-25 per section). Preference to first-year students and sophomores.*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF
1:10-2:25 TF, 2:35-3:50 TF

First Semester: DUDLEY, WHITE
Second Semester: MLADENOVIC

PHIL 102(F,S) Introduction to Metaphysics and Epistemology+

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.

Emphasis on class discussion and the writing of critical papers. Requirements: frequent short papers, totaling 20-30 pages; this course is *writing-intensive*.

No prerequisites. *Enrollment limit: 25 per section (expected: 20-25 per section). Preference to first-year students and sophomores.*

Hour: 11:00-11:50 MWF, 12:00-12:50 MWF
8:30-9:45 TR, 11:20-12:35 TR

First Semester: GERRARD, WHITE
Second Semester: CRUZ

PHIL 103(S) Logic and Language

Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy that use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

Requirements: a midterm, a final, frequent homework and problems sets.

This course is a prerequisite for Philosophy 109, Philosophy of Science.

Hour: 10:00-10:50 MWF

GERRARD

PHIL 201(S) Continental Philosophy: From Hegel to Poststructuralism+

This course is designed to introduce students to the complicated history of post-Kantian philosophical thought in continental Europe. Figures to be considered may include Hegel, Marx, Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Habermas, Gadamer, Derrida, and Foucault; movements discussed may include phenomenology, existentialism, hermeneutics, continental feminism, and poststructuralism.

By introducing students to main currents and figures in the modern continental tradition, Philosophy 201 will prepare them for more advanced courses drawing from this tradition; relevant courses are offered in a variety of departments, including Anthropology and Sociology, English, Comparative Literature, Philosophy, Political Science, and Religion.

Requirements: attendance, participation, and frequent short papers, totalling 20-30 pages.

No prerequisites, although Philosophy 102 (and/or 101), or relevant upper-division theory courses in other departments, are highly recommended. Open to first-year students only with the permission of the instructors.

Hour: 9:55-11:10 TR

DUDLEY and WHITE

PHIL 202(F) Analytic Philosophy—Language and Mind

This course is designed to introduce students to twentieth-century philosophy by focusing on two of its premiere research areas, language and mind. Each of these topics has been studied independently of the other, with the philosophy of language dominating the first half of the century and the philosophy of mind surging in the second half. Research on language and mind have also enjoyed a fruitful liaison, as much of the technical apparatus of the philosophy of language has been used to illuminate the mind. The other side of this coin is that language is something that minds achieve, and some prominent theories of linguistic meaning have emphasized psychological elements of language use. The course will begin with the work of Frege, Russell, and Wittgenstein, and end with the work of Putnam, Dennett, Fodor and Churchland. The course is intended to prepare students for more advanced research on either language or mind. At the same time, the course aims to offer an overview of the methods and intellectual style of analytic philosophy. Thus, it will also serve as

preparation for advanced work in epistemology, philosophy of science, metaphysics, and ethics. The syllabus can be found at:
http://www.williams.edu/philosophy/fourth_layer/faculty_pages/jcruz/courses/lang&mind.html
Requirements: short writing assignments each week, and two longer papers. Prerequisite: Philosophy 102 or permission of the instructor. *Enrollment limit: 30 (expected: 5-15).*
Hour: 11:20-12:35 TR CRUZ

PHIL 208(F) The Philosophy of Education: Moral Autobiography+~

(Revised version of a course taught by the instructor in several years ago.)

In Plato's dialogue, Meno asks, "Can you tell me, Socrates, can virtue be taught?" We will investigate Meno's question through such moral autobiographies as John Stuart Mill, *Autobiography*, Mohandas K. Gandhi, *An Autobiography: The Story of My Experiments with Truth*, Harriet A. Jacobs, *Incidents in the Life of a Slave Girl*, and Georges Dreyfus, *The Sound of Two Hands Clapping: The Education of a Tibetan Buddhist Monk*.

We will begin the course by writing (and sharing with each other) our own (brief) moral autobiographies. During the semester, in light of the readings and class discussions, we will continually and seriously revise our moral autobiographies, culminating in polished, longer final works. Thus, this is a writing-intensive course, and all the writing (after the first week) will consist of revision. Prerequisite: Philosophy 101 or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to sophomores.*

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

Hour: 9:55-11:10 TR

GERRARD

PHIL 209 Philosophy of Science (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil209.html>)

MLADENOVIC

PHIL 210 Philosophy of Medicine (Not offered 2001-2002; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil210.html>)

MLADENOVIC

PHIL 221 Greek Philosophy (Same as Classics 221) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil221.html>)

PHIL 230 Philosophy of Psychology (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil230.html>)

CRUZ

PHIL 231(S) Ancient and Medieval Political Thought (Same as Political Science 231)

(See under Political Science for full description.)

PHIL 232(F) Modern Political Thought (Same as Political Science 232)

(See under Political Science for full description.)

PHIL 238 Knowledge and Reality in Indian Thought (Same as Religion 244) (Not offered 2001-2002)*

(See under Religion for full description.)

PHIL 242 Philosophy of Religion: Faith and Reason (Same as Religion 294) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil242.html>)

DUDLEY

PHIL 243 Buddhist Philosophy (Same as Religion 243) (Not offered 2001-2002)*

(See under Religion for full description.)

PHIL 250T(S) Conceptions of Human Nature

We are all human, and in our daily lives, we seem to know what we mean when we make that claim. However, when we start reflecting on what it is to be human - whether all human beings, in spite of individual and social differences, share the same nature, whether that nature is unchangeable, whether it is animal, or divine, or neither, and whether anything follows from the way we naturally are to the ways we should lead our lives, treat others and organize our societies—we can see that the

Philosophy

commonsensical assurance about there being an easily identifiable human nature in all of us gives way to a myriad of questions and problems.

Conceptions of human nature—sometimes explicit, sometimes implicit—have shaped many philosophical, scientific and religious views, in addition to providing grounds for many human practices, such as law, arts, medicine and education. The aim of the course is to examine a variety of different accounts of human nature, and a variety of consequences different thinkers have derived from their accounts. We will read selected texts by Aristotle, Hobbes, Locke, Voltaire, Rousseau, Freud, Darwin, Skinner, and Sartre, as well as several contemporary philosophers and scientists. In each reading, we will try to articulate what the favored conception of human nature consists in; what kind of evidence is provided in its support; what are the consequences derived from it about human happiness, the ways we should lead our lives, the manner in which we should treat others, and the ways in which human societies should be organized; how are such norms derived from a descriptive account of human nature, and whether such derivations can be justified. Finally, we will confront and evaluate the two central assumptions which all of the different accounts share: that there is a universal human nature, an “essence of humanity,” and that an understanding of it is necessary for thinking about morality, law, politics, human knowledge, and religion.

Course structure: For 10 weeks, the course will be conducted in a tutorial format, each pair of students meeting with me for an hour a week. In the first and the last week of the semester, however, I will organize a two-hour seminar for the whole class. Everyone interested in taking the course will be seriously considered, irrespective of the official enrollment status. In order to be considered, however, you must contact me no later than by December 1, 2001.

Requirements: class and tutorial attendance; six short papers, and six oral comments on your tutorial partner’s papers.

Prerequisites: one course in philosophy, or permission of the instructor. *Enrollment limit: 10 (expected: 10).*

Hour: TBA

MLADENOVIC

PHIL 261(S) Fake: A Path into the Philosophy of Art (Same as INTR 261)

Suppose the Williams Record crack investigative reporters discovered that Michelangelo’s Mona Lisa has been destroyed, and the painting in the Louvre is actually a nineteenth-century forgery. Should that change your aesthetic appreciation of the work? Ted Turner colorized Casablanca and other classic black and white films. Did he destroy the artistic integrity of the films? Which is better: a damaged Rembrandt, or one restored using twentieth-century materials? Suppose someone writes his name on a ready-made object (such as a urinal) and displays it in a museum. Is it art? These and more questions will be examined by working with philosophical literature, works of art, legal cases (and perhaps an X-ray machine). This course will be taught in conjunction with an exhibition at the Williams College Museum of Art: “But is it Real?” The students in this course will be responsible for preparing the exhibition publications. Students will be required to attend an accompanying lecture series sponsored by the course and WCMA.

Prerequisite: an eagerness to think deeply about what one sees. *Enrollment limit: 50. (We will divide into sections for hands-on work in the museum.)*

Hour: 11:00-12:15 MWF

GERRARD

PHIL 304(S) Aristotle

Hegel argues that Aristotle’s central and invaluable insights into phenomena of life, growth, and purpose were so thoroughly distorted by the influence of Christianity as to be essentially lost to the Western intellectual tradition until his own time. Heidegger goes yet further, describing Aristotle as “the last of the great philosophers who had eyes to see and ... the energy to force inquiry back to the phenomena and to the seen and to mistrust from the ground up all wild and windy speculations, no matter how close to the heart of common sense.” In this class, we pursue the task of disclosing Aristotle’s inquiry by focusing on *Physics*, *Metaphysics*, and *On the Soul*. The course will be conducted as a seminar.

Required writing will involve short weekly or bi-weekly papers for the first eight weeks of the course, and an extensive term paper.

Evaluation will be based on the required writing and on participation in discussion.

Prerequisite: Philosophy 102 or permission of the instructor. *Enrollment limit: 15 (expected: 5-15). Preference given to majors and prospective majors in Philosophy and Classics.*

Hour: 2:35-3:50 MR

WHITE

PHIL 306T Authenticity: From Rousseau to Poststructuralism (Not offered 2001-2002)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil306.html>)

SAWICKI

PHIL 308(S) Wittgenstein's *Investigations*

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 course 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. Assigned secondary literature will include: Anthony Kenny, *Wittgenstein*; Robert Fogelin, *Wittgenstein*; Oswald Hanfling, *Wittgenstein's Later Philosophy*; and Ray Monk, *Ludwig Wittgenstein: The Duty of Genius*.

Requirements: one short midterm paper (5-7 pages) and one longer final paper (12-15 pages).
Prerequisite: Philosophy 102 required; Philosophy 202, 204, 206 or another course in analytic philosophy highly recommended.

Hour: 1:10-3:50 W

GERRARD

PHIL 309(S) Kant

This course will provide an intensive study of the philosophy of Immanuel Kant. Kant’s transcendental idealism is profoundly important: it constitutes a challenge to rationalist metaphysics, a response to Hume’s empiricist skepticism, and systematically integrates epistemology, ethics, and aesthetics in a way that has shaped modern Western thought. It is also profoundly difficult: more than 200 years after its development, there is still vehement disagreement not only over whether or not Kant was right, but over what Kant actually said. In this course our goal will be to understand Kant’s philosophy as a systematic whole, in terms of the tight-knit relationships that bind all his ideas into one comprehensive vision. We will attempt to understand what Kant said and why, how it is important, and the extent to which it is right. We will read significant portions of all three of Kant’s most important works (the *Critique of Pure Reason*, *Critique of Practical Reason*, and *Critique of Judgment*), and may occasionally make use of secondary literature.

Requirements: several short assignments; final paper of 12-15 pages.

Prerequisite: Philosophy 102. *Expected enrollment: 5-15.*

Hour: 1:10-2:25 MR

DUDLEY

PHIL 313 Appearance/Reality (Same as INTR 313 and Religion 313) (Not offered 2001-2002)

(See under Religion for full description.)

PHIL 316(F) Emotions

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 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.

Requirements: four short (2-3 pages) and two longer (5 pages) papers, class presentation and class participation.

Prerequisites: Philosophy 102 and one 200 or 300 level philosophy course. *Enrollment limit: 20 (expected: 5-10).*

Hour: 2:35-3:50 MR

MLADENOVIC

PHIL 327 Foucault: Gender, Power, and the Body (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil327.html>)

SAWICKI

PHIL 331 Epistemology (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil331.html>)

CRUZ

Philosophy, Physical Education

PHIL 354 Complexity (Same as INTR 314 and Religion 314) (Not offered 2001-2002)
(See under Religion for full description.)

PHIL 360T(F) Aesthetics

In this tutorial we will explore questions concerning the nature of art. For example, what does it mean for art to be beautiful? Should all art strive for beauty, or is there a place and purpose for ugly art? Is art merely entertainment, or does it reveal truth? If the latter, what sort of truth does it reveal (philosophical, religious, political) and how? If it is entertainment, is it a special sort of entertainment—"elevating" us, say, or "purging" us of dangerous desires—or simply one kind of fun among others? How you answer these questions may affect how you answer some political ones: Should the state underwrite the arts? Should it censor them? What sort of artworks should be politically encouraged or discouraged, if any?

We will approach these issues through an exploration of some of the most important and influential philosophical positions on art found in the Western intellectual tradition. We will also consider how these positions illuminate particular artworks, and how they bear on current political controversies related to art (such as whether the National Endowment for the Arts should continue to exist and, if so, what role it should play; and whether politicians should have a say regarding the artworks that are to be displayed in museums that receive public funding).

Authors to be read may include Plato, Aristotle, Lessing, Kant, Schiller, Hegel, and Heidegger.

Format: tutorial. Requirements: Students will meet weekly in pairs, and will alternate between presenting a paper and offering a critique of the paper presented by their partner.

Prerequisite: Philosophy 101 or 102 or 201 or permission of the instructor.

Hour: TBA

DUDLEY

PHIL 401(F) Senior Seminar: Concepts

As the capstone seminar, this course is required of all senior majors. For 2001-2002, the seminar will focus on philosophical treatments of concepts. Concepts have been at the center of historical debates in mind, language, epistemology, metaphysics and psychology. In contemporary philosophy, positions span a spectrum of views from treating concepts as metaphysically real and known a priori to maintaining that concepts are merely empirically acquired cognitive structures of categorization. We will investigate this active controversy.

Students will take active roles in leading discussions. Requirements: weekly writing assignments and a final paper.

Prerequisite: senior major status (or, in extraordinary cases, permission of instructor). *Expected enrollment: 7.*

Hour: 1:10-3:50 W

CRUZ

PHIL 491(F)-W030 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)-W031-494(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, AND RECREATION

Chair and Director, HARRY C. SHEEHY III

Assistant Professors: K. AGYAPON, D. BARNARD, S. BURTON, R. FARLEY, P. FARWELL, R. FISHER, J. GREENWOOD, E. GREES, D. JOHNSON, W. KANGAS, S. KUSTER, R. LAMB, S. LEWIS, P. MANNING, C. MASON, G. MCCORMACK, L. MELENDY, J. MILAN, J. MOORE, D. PAULSEN, R. POHLE, A. RORKE, M. RUSSO, H. SILVA, F. VANDERMEER, P. WELLS, M. WHALEN, R. WHITE. Instructors: F. BROOKS, K. CALLAHAN-KOCH. Sports Medicine: M. FRAWLEY, R. STANT, L. WILK.

The instructional Physical Education Program at Williams is an integral part of the students 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 represents one of the requirements for the College degree. There are five physical education units during the year. In the fall academic semester, there are two six-week physical education quarters. Winter Study is another unit, and there are two physical education quarters in the spring academic semester.

Physical Education, Physics

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.

Aerobics	Qigong
Aikido	Quickness and Speed for Athletics
Badminton	Rock Climbing
Basketball	Rowing
Broomball	Running
Canoeing	Sailing
CPR and First Aid	Scuba Diving
Curling	Ski Patrol
Dance (African, ballet, modern)	Skiing (alpine and cross-country)
Decathlon	Snowboarding
Diving	Snowshoeing
Fencing	Soccer
Figure Skating	Squash
Fly Fishing	Step Team
Golf	Swimming
Horseback Riding	Swing Dance
Ice Climbing	Tae Kwon Do
Ice Hockey	Tai Ji
Kayaking	Telemarking
Lifeguard Training	Tennis
Lifetime Fitness (semester course)	Trail Crew
Martial Arts	Volleyball
Method Matwork, Pilates based	Water Aerobics
Mountain Biking	Weight Training
Nautilus	Wilderness Leadership
Outdoor Living Skills	Women's Self Defense
Pickleball	Yoga

PHYSICS (Div. III)

Chair, Professor KEVIN M. JONES

Professors: CRAMPTON*, K. JONES, WOOTTERS*. Associate Professors: S. BOLTON, MAJUMDER*, STRAIT. Assistant Professors: AALBERTS, WHITAKER. Lecturer: BABCOCK. Laboratory Supervisor: FORKEY.

What is light? How does a transistor work? What is a proton made of? Why are metals shiny? Why is glass transparent? There are people for whom questions like these are of more than passing interest; some of them become physics 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. The major serves as preparation for further work in pure or applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving insight into the fundamental principles of nature.

In addition to the physics major, the Physics Department also offers a major in astrophysics, in cooperation with the Astronomy Department. That major is described elsewhere in the *Bulletin*.

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). 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.

Physics

Advanced Placement

Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and begin with Physics 142 in the spring. 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 Physics Today
Physics 201 Electricity and Magnetism
Physics 202 Waves and Optics
Physics 210 Mathematical Methods for Scientists
Physics 301 Introductory Quantum Physics
Physics 302 Statistical Physics

Required Mathematics Course

Mathematics 105 Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 105 taken elsewhere.

Electives

At least two more physics or other approved courses must be taken, bringing the total number of courses for the major to ten. The following provisions apply to these elective courses:

- 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 below).
- 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.

Preparation for Advanced Study

Students who may wish to do graduate work in physics 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, W031, 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 less quantitative or more specialized courses for non-majors. This year there are two such offerings: Physics 100 and Physics 109.

PHYS 100(S) Physics of Everyday Life

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. Evaluation will be based on weekly homework, a midterm, a project, and a final exam.

No prerequisites. *Enrollment limit: 120 (expected: 75).*

Hour: 1:10-2:25 TF

WHITAKER

PHYS 109(F) Sound, Light, and Perception

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, including some lectures and some conference sections, in which small groups of students work together on hands-on, interactive experiments. A detailed week-by-week schedule of activities will be presented at the beginning of the semester.

Format: mixed lecture/lab/discussion. Evaluation will be based on class participation, periodic homework, one in-class exam, a short oral presentation, and a final exam.

No prerequisites. *Enrollment limit: 50 (expected: 40, 20 per section).*

Hour: 11:20-12:35 TR

Conferences: 9:55-11:10 R, 11:20-12:35 R, 1:10-2:35 R S. BOLTON

PHYS 131(F) Particles and Waves

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 major).

Format: lectures, three hours a week; laboratory, three hours every other week. Evaluation will be based on problem sets, hour tests, labs, and a final exam.

Corequisite: Mathematics 103. *No enrollment limit (24/lab section); expected: 60.*

Hour: 11:00-11:50 MWF

Labs: 1-4 M, T, W

S. BOLTON

PHYS 132(S) Electromagnetism and the Physics of Matter

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

Physics

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: lectures, three hours a week; laboratory, three hours every other week. Evaluation will be based on problem sets, labs, hour tests, and a final exam.

Prerequisite: Physics 131 or 141 or permission of the instructor, *and* Mathematics 103. *No enrollment limit (24/lab section); expected: 60.*

Hour: 11:00-11:50 MWF

Labs: 1-4 M, T, W

STRAIT

PHYS 141(F) Particles and Waves—Enriched

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 major).

Format: lectures, three hours a week; laboratory, three hours every other week. Evaluation will be based on problem sets, hour tests, labs, and a final exam.

Prerequisites: high school physics *and* Mathematics 103 (or equivalent placement). *No enrollment limit (24 per lab section); expected 50.*

Hour: 11:00-11:50 MWF

Labs: 1-4 M, T, W

AALBERTS

PHYS 142(S) Physics Today

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: lectures, three hours a week; laboratories, three hours every other week.

Evaluation will be based on problem sets, laboratory participation, two hour tests, and a final exam.

Prerequisites: Physics 141 and Mathematics 103, or equivalent. Physics 131 may substitute for Physics 141 with the permission of the instructor. *Enrollment limit: none (24/lab section); expected: 50.*

Hour: 11:00-11:50 MWF

Labs: 1-4 T, W, R

S. BOLTON

PHYS 201(F) Electricity and Magnetism

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/discussion, three hours per week; laboratory, three hours per week; weekly problem sets. Evaluation will be based on problem sets, lab work, hour tests, and a final.

Prerequisite: Physics 142. Corequisite: Mathematics 105. *No enrollment limit (16/lab section); expected: 25.*

Hour: 10:00-10:50 MWF

Labs: 1-4 M, T

STRAIT

PHYS 202(S) Waves and Optics

Wave motions are characteristic of almost every type of material, including strings, springs, water, and solids. They also describe the behavior of electromagnetic fields and elemental matter. Despite these diverse settings waves exhibit many 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: lectures/discussions, three hours per week; laboratory, three hours per week.

Evaluation will be based on problem sets, lab work, a midterm, and a final exam.

Physics

Prerequisite: Physics 201. Corequisite: Physics/Mathematics 210 *or* permission of the instructor.
No enrollment limit (16/lab section); expected: 25.

Hour: 10:00-10:50 MWF

Labs: 1-4 T, R

K. JONES

PHYS 210(S) Mathematical Methods for Scientists (Same as Mathematics 210)

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 numerical techniques applied not only to differential equations, but also to ordinary integration and curve fitting, and we discuss the estimation of error in numerical calculations. It is expected that most students in the class will be familiar with a programming language and able to do homework assignments requiring simple programming; however, we will offer a series of optional sessions on programming in TrueBasic for students who do not have this background.

Format: lectures, three hours a week. Evaluation will be based on weekly homework, a midterm exam and a final exam.

Prerequisites: Mathematics 105 and familiarity with Newtonian mechanics at the level of Physics 131. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

AALBERTS

PHYS 301(F) Introductory Quantum Physics

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: lectures/discussion, three hours per week; problem sets; laboratory, three hours per week. Evaluation will be based on problem sets, lab reports, a midterm exam, and final exam.

Prerequisites: Physics 202 and Physics 210. *No enrollment limit (8/lab section); expected: 15.*

Hour: 9:00-9:50 MWF

Labs: 1-4 T, R

WHITAKER

PHYS 302(S) Statistical Physics

In an information age where a primary challenge is to extract insight and meaning from mountains of data statistical physics is an essential tool. The natural world is built with many small components interacting in a simple but coordinated way. With a probabilistic view, we may make sense of the cooperative phenomena which emerge.

We can associate thermodynamic free energies with 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/discussion, three hours per week.

Evaluation will be based on weekly problem sets, quizzes, and a final exam.

Prerequisites: Physics 142, Physics 210. *No enrollment limit (expected: 15).*

Hour: 9:00-9:50 MWF

Lab: 2:35-3:50 T

AALBERTS

PHYS 316 Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Mathematics 316) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phys/phys316.html>)

WOOTTERS and LOEPP

PHYS 318(F) Materials Science: The Chemistry and Physics of Materials (Same as Chemistry 318)

Materials Science is a broad study of the physical properties of substances, such as hardness, elasticity, electrical conductivity, and optical properties. This course investigates the relationship between microscopic structure and macroscopic properties of polymers (plastics, elastomers, liquid crystals), electronic materials (semiconductors, conducting polymers, and superconductors) and solids (metals, magnets, ceramics, minerals, and glasses). We approach these topics from both physical and chemical perspectives, reflecting the interdisciplinary nature of the field. For instance, we explore how the underlying structure of materials arises from quantum mechanics and how temperature determines collective response properties such as elasticity or conductivity. This course

Physics

also studies the design of new materials and their synthesis at the molecular level.
Format: lectures, three hours a week. Evaluation will be based on weekly problem sets, reviews of research articles, an hour exam, a final exam, and a final paper.

Prerequisites: one year of introductory Chemistry (101,102 or 103, 104, or 151, 156 or 153, 156 or 155, 156), one year of introductory Physics (131,132 or 141,142), and one 200-level course in either Chemistry or Physics; or permission of instructor(s). *No enrollment limit (expected: 25).*

Hour: 9:55-11:10 TR

L. PARK

PHYS 342(S) Science and Religious Experience (Same as Religion 342 and INTR 342)

(See under IPECS—INTR for full description.)

This course satisfies the Division II distribution requirement. It is recommended for students interested in the implications of science for other disciplines, but it may not be used to satisfy the Division III distribution requirement or the minimum requirements for the Physics major.

PHYS 402T(S) Applications of Quantum Mechanics (Not offered 2001-2002; to be offered 2002-2003)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phys/phys402.html>)

MAJUMDER

PHYS 405T(F) Electromagnetic Theory+

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: lecture, one hour a week; tutorial meeting, one hour a week. Evaluation will be based on weekly problem sets, tutorial participation, occasional papers and presentations, and a final exam.
Prerequisites: Physics 202 and Physics 210 or Mathematics 210. *Enrollment limit: 20 (expected: 10).*

Hour: 1:10-2:25 F

K. JONES

PHYS 411T Classical Mechanics (Not offered 2001-2002; to be offered 2002-2003)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phys/phys411.html>)

K. JONES

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

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 problem sets, weekly presentations, and a final exam.

Prerequisites: Physics 301 and permission of the instructor. *Enrollment limit: 4 (expected: 2).*

Hour: TBA

STRAIT

PHYS 493(F)-W031, W031-494(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*.
Prerequisite: permission of the department. *Senior course.*

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

POLITICAL ECONOMY (Div. II)

Chair, Associate Professor JAMES E. MAHON, Jr.

Advisory Committee: Professors: BRADBURY, JACOBSON, MARCUS. Associate Professors: C. JOHNSON, MAHON. Assistant Professors: CONNING, GOLLIN, PAUL.

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 (*Note: The Economic sequence reflects recent changes in that department's offerings. Economics 110-120 replaces Economics 101-251-252 only for those with no prior Economics courses.*)

Economics 110 Principles of Microeconomics

Economics 120 Principles of Macroeconomics

Political Science 201 Power, Politics, and Democracy in America

or Political Science 203 Justice: Introduction to Political Theory

Political Science 202 World Politics: An Introduction to International Relations

or Political Science 204 Introduction to Comparative Politics: Dodging the Apocalypse in South Africa

Economics 205 Public Finance

or Economics 215 The World Economy

or Economics 358 International Economics

or Economics 360 International Monetary Economics

or Economics 507 International Trade and Development

or Economics 509 Money and Public Finance

or Economics 373/513 Open-Economy Macroeconomics

Economics 253 Empirical Economic Methods

or Economics 255 Econometrics

Political Economy/Economics 301/Political Science 333 Analytical Views of Political Economy

Political Science 316 Public Policymaking in the U.S.

or Political Science 209 Poverty in America

or Political Science 216 Constitutional Law II: Individual Rights

or Political Science 219 Constitutional Law I: Structures of Power

or Political Science 308 Environmental Policy

or Political Science 317 Environmental Law

Political Science 327 Democracy and International Politics

or Political Science 100 Asia and the World

or Political Science 229 Global Political Economy

or Political Science 265 The International Politics of East Asia

or Political Science 326 Hierarchies in International Relations

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-W031) 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, Economics, or Political Economy, tak-

Political Economy

en 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. 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 in the *Williams College Bulletin* on page 43.

POEC 301(F) Analytical Views of Political Economy (Same as Economics 301 and Political Science 333)

This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines three major systems of thought 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. Required in the Political Economy major but open to non-majors.

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 Politics (or permission of the instructor). *Enrollment limit: 35 (expected: 32). Preference given to Political Economy majors and sophomores intending a Political Economy major.*

Hour: 1:10-2:25 MR

MAHON

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: several short papers, a group project, and a final exam. 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

CONNING and PAUL

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.

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: 8:30-9:45 TR

MARCUS and GOLLIN

POEC 493(F)-W031 Honors Thesis

POLITICAL SCIENCE (Div. II)

Chair, Professor GARY J. JACOBSON

Professors: COOK*, JACOBSON, MACDONALD, MARCUS, A. WILLINGHAM. Associate Professors: CRANE, C. JOHNSON, MAHON, REINHARDT*, SHANKS***. Assistant Professors: M. DEVEAUX*, KIM, M. LYNCH*, MCALLISTER, PAUL. Visiting Assistant Professor: FLIBBERT. Visiting Associate Professor: GARRARD. Adjunct Professor: K. LEE.

Politics is most fundamentally about community—it is how we manage to live together and craft a common destiny. Communities, however, need power, and political science therefore attends to the ways power is grasped, maintained, challenged, or justified. The contest over power gives politics its drama and pathos. Since power may be used wisely or foolishly, rightly or cruelly, politics affects our lives most profoundly. No matter whether we find it distasteful, inspiring, appalling or alluring, politics is for high stakes. For this reason, 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 our major, both requiring nine (9) courses. On the one hand, we invite students to organize their major through the subfields that structure the discipline of political science (American politics, international relations, political philosophy, and comparative politics). On the other, we encourage students to develop individual concentrations reflecting their particular interests regardless of subfields.

MAJOR

SUBFIELD CONCENTRATION ROUTE: Upon declaring a major, students choose a subfield from American politics, international relations, political theory, and comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield, and includes the appropriate core course from 201-204, two electives at the 200 or 300 level of the student's choice and the senior seminar (or an individual project) in the student's subfield. (A degree with honors in Political Science requires one (1) or two (2) additional courses which DO 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 the student takes 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).

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 whose interests match theirs. In all cases students will be paired by the end of their 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 more than its level of difficulty. The 100-level courses are designed to address questions of broad political interest. The courses are pitched both to those considering and not considering political science as a major. The 200-level courses are divided between our core courses and our electives. The core courses, numbered between 201-204, serve as introductions both to the substance of the politics and the subfields organizing the study of politics. The core courses, which were previously numbered at the 100 level, are open to all students, including first-year students and non-majors. The 200-level elective courses provide general overviews of political processes,

Political Science

problems and philosophies in a way generally accessible without prerequisites. 300-level courses are more specialized and usually 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.

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. Normally, no more than two semester courses taken 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 *either* a Senior Essay (491-W030 or W030-492: Honors Route One) or a Senior thesis (493-W031-494: Honors Route Two), and (3) have a minimum GPA of 3.4 in Political Science.

To become a candidate for honors, (1) the student must apply in the second semester of junior year, (2) the research proposal must be acceptable to the department's honors committee, and (3) the applicant's GPA in Political Science courses for the first six semesters must be at least 3.4. (A degree with honors in Political Science requires one (1) or two (2) additional courses which DO NOT count toward the nine (9) major requirements.)

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-W033-482) 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) (Section 01) Asia and the World (Same as Asian Studies 201)*

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; and Indonesia is wracked by the economic dislocations of the 1997 financial crisis. This course will explore both the historical background and current dynamics of political and economic issues in these four countries, drawing on themes of imperialism, nationalism, and globalization.

Format: lecture. Requirements: two short papers and a final exam.

No prerequisites. It is an introductory class and, therefore, no prior coursework in Political Science or Asian studies is necessary. *Enrollment limit: 60.*

Hour: 11:00-12:15 MWF

CRANE

PSCI 100 Politics and Freedom (Same as American Studies 100) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci100.html>)

REINHARDT

PSCI 101 (Section 01) Seminar: Cultural Imperialism (Not offered 2001-2002; to be offered 2002-2003)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci101.html>)

SHANKS

PSCI 101 (Section 02) Seminar: Moral and Political Reasoning (Not offered 2001-2002; to be offered 2002-2003)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci101.html>)

M. DEVEAUX

PSCI 101(S) (Section 03) Small is Beautiful: The Greens and Globalization

While best known for their environmental politics, Greens are interested in considerably more than just dolphin-safe tuna and renewable energy. Their political agenda includes reorienting global trade, reducing the power of transnational corporations, even advancing alternative models for the organization of the international system. Greens in Europe, North America and around the world are offering an increasingly distinctive critique of globalization rooted not so much in the evils of capitalism as in the size of human institutions. In short, they contend that the destruction of not only the natural environment but of political democracy and even human society is an outgrowth of the largeness of our states and our economies. This course examines contemporary global trends—including expanding international trade and investment, the growth of international political authority, the industrialization of food production, global climate change—from a Green perspective and critically engages the fundamental Green strategy of subsidiarity and localization. We will read some classic texts of Green decentralist thinking (including Leopold Kohr's *The Overdeveloped Nations* and E.F. Schumacher's *Small is Beautiful*), assess what globalization is, evaluate the Green critique of it, study the successes (and failures) of Green parties in Europe, and debate the feasibility of Green alternatives to the liberal new world order.

Format: lecture/discussion. Requirements: three short papers, final exam, class participation.

No prerequisites. *Expected enrollment: 50-60.*

Hour: 10:00-10:50 MWF

PAUL

PSCI 101(F) (Section 04) Activism+

Acting up politically gets people in trouble, but it also gets things done. When the people and the issue they attack stretch across national borders, the consequence is not only to affect the way governments deal with a problem, but also to reorient patterns of political interest, fellow feeling, knowledge, and value from state-centered to transnational networks: international activists create new institutions as they avoid old ones. Yet activists can cause problems for the people they intend to help, infantilizing the needy, screwing up, and then running back to headquarters, leaving local people with the mess. Although the activities of international nongovernmental organizations (NGO) and social movements are often seen as inept and harmless, in reality they present opportunities to do a great deal, of both good and harm. This seminar will review the tradition of direct action, consider whom action is supposed to benefit (the doer or the done-to?), and look at cases of success and failure. Examples which will ground our discussion include the anti-slavery movement, environmentalism, anti-war/nuclear freeze, AIDS activism, and social justice.

Requirements: three papers.

No prerequisites. Restrictions: this class is limited to 18 and open only to first- and second-year students; preference will be given to those who have not taken another 101.

Hour: 9:55-11:10 TR

SHANKS

PSCI 201(F,S) (formerly 110) Power, Politics, and Democracy in America

A survey of American politics critically examining and questioning the vitality and viability of democracy in the United States. It begins by examining what kind of political system the founders had in mind and reviews recent theories of power and of how and whether the people rule. We will consider how important it is to broaden participation and to include groups, such as women and minorities, who have been historically excluded from politics. After an overview of the politics of American national institutions—elections, Congress, the presidency, and the Supreme Court—the course concludes by addressing three questions: How well does American democracy anticipate, assess, and solve problems? Does everyone have some power in the political process? Does democratic practice produce public policy which has equitable outcomes?

Format: first semester is lecture; second semester is lecture/discussion. Requirements: participation in class discussion, a midterm and/or final exam, and two short papers.

No prerequisites. *This is an introductory course, open to all students, including first-year students.*

Enrollment limit: 39 per section.

American Politics Subfield

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF
11:00-12:15 MWF

First Semester: C. JOHNSON

Second Semester: A. WILLINGHAM

PSCI 202(F,S) (formerly 120) 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

Political Science

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: fall semester is lecture, possible discussion sessions; spring semester is a “lecture” class and requirements are two papers, a final exam, and class participation.

No prerequisites. *This is an introductory course, open to all students, including first-year students.*

Enrollment limit: 39 per section.

International Relations Subfield

Hour: 9:55-11:10 TR, 11:20-12:35 TR

8:30-9:45 TR, 9:55-11:10 TR

First Semester: MACDONALD

Second Semester: FLIBBERT

PSCI 203(F) 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 controversial since their earliest formulations, and they remain controversial now. This course introduces the study of political theory by exploring some of the 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 may 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. *This is an introductory course; open to all students, including first-year students.*

Enrollment limit: 39.

Political Theory Subfield

Hour: 1:10-2:25 MR, 2:35-3:50 MR

GARRARD

PSCI 204(S) (formerly 140) Introduction to Comparative Politics: Dodging the Apocalypse in South Africa*

The forces of nationalism, democracy, and capitalism dominate contemporary politics. Nations help organize political communities, identifying who belongs with whom. Democracy sets forth a just and legitimate way of governing the communities organized by nations. And capitalism sets terms for allocating resources, providing opportunities and discipline. We like to think these forces are compatible, that each uniquely reinforces the other. But such is not necessarily the case, as shown by the recent experience of South Africa. Capitalism and nationalism are not new to South Africa. Now they are pillars of constitutional democracy, but before they were pillars of apartheid. This course will use the rise, demise and aftermath of apartheid in South Africa to examine the relationship of nationalism, democracy, and capitalism. What was apartheid and how does democracy work against the background of entrenched poverty inherited from apartheid? What is nationalism in South Africa, what is its connection to “racism” and “racialism,” and what do “democracy” and “nations” mean in a multi-cultural and radically unequal society?

Requirements: two short papers and a final exam.

No prerequisites. *This is an introductory course, open to all students, including first-year students.*

Enrollment limit: 39.

Comparative Politics Subfield

Hour: 2:35-3:50 MR

MACDONALD

PSCI 207 Political Elections (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci207.html>)

MARCUS

PSCI 208 The Politics of Family Policy (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci208.html>)

C. JOHNSON

PSCI 209(S) Poverty in America

Scholars and politicians have argued about the extent of inequality and the intractability of poverty in the United States. This course will address the phenomena of inequality and poverty. The issues we will explore include: What is poverty and who are the poor? What economic, historical, and sociological theories have been advanced to explain poverty? What policies has the United States government adopted to ameliorate poverty and what policies should the government adopt? We will discuss the validity of these theories and policies from an empirical as well as a normative per-

spective.

Requirements: class participation, two short papers, and a final paper.

No prerequisites. *Open to first-year students with Advanced Placement credit in American Politics.*

Priority to Political Science and Political Economy majors. Enrollment limit: 39.

American Politics Subfield

Hour: 11:20-12:35 TR

C. JOHNSON

PSCI 211(F) Public Opinion and Political Behavior

After the Progressive Era, citizenship became to be defined as individual citizens making vote judgments based on information about the public state of affairs and their own individual preferences. As such, the definition presumes that citizens can be informed about public issues and can form rational judgments. At the same time, given the great distance from events common for most citizens, voters would have to rely on outside sources of information, whether from the media, political parties, special interests, or political elites. Who would win in the ensuing struggle to determine public opinion? The focus of this course is the role of public opinion in democracy. How do events and crises influence the formation of and change of public opinion? When and under what conditions can pressure groups and the mass media influence the formation of public opinion on current domestic and international issues? Can public opinion influence individual voter's choices? What strengthens or weakens public opinion's influence on political leaders? Each student selects an area of public opinion of particular interest (e.g., racial attitudes, abortion, foreign policy, changing ideological beliefs, equality) to analyze what is known about public opinion in that area.

Requirements: midterm exam, final exam, and a project report.

Enrollment limit: 39.

American Politics Subfield

Hour: 8:30-9:45 TR

MARCUS

PSCI 212 News Media in American Politics (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci212.html>)

COOK

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 post-World War II through the 1960s with attention to primary writings about race segregation, civil disobedience, mass political movements, and the conditions that promote and hinder the effective exercise of citizenship rights by racial minorities.

Requirements: a midterm, a paper, and a final exam.

No prerequisites. *Open to first-year students with Advanced Placement credit in American Politics.*

Enrollment limit: 39.

American Politics Subfield

Hour: 8:30-9:45 TR

A. WILLINGHAM

PSCI 214 (*formerly 313*) **Congressional Politics Today** (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci214.html>)

COOK

PSCI 216(S) Constitutional Law II: Individual Rights

Constitutional Law is offered in two courses. Students are encouraged to take them in sequence but may elect not to, or to enroll in only one. The focus of both courses is on one of the most vital aspects of politics: interpreting and applying the nation's fundamental rules. The emphasis is on the United States Supreme Court and the exercise of judicial review. In this class we examine the ways in which the Constitution protects individual rights while accommodating the often competing claims of groups and communities. Some of the topics to be considered include: equal protection under law, substantive and procedural due process, freedoms of speech and religion, and privacy. Under these rubrics are to be found such issues as affirmative action, capital punishment, hate speech, property rights, abortion, and gender discrimination. Much of the reading is of Supreme Court opinions that highlight the politics of constitutional development.

Format: lecture/discussion. Requirements: a midterm, a final exam, and a critical paper of short to medium length.

Political Science

No prerequisites. *Open to first-year students with Advanced Placement credit in American politics.*
Enrollment limit: 39.

American Politics Subfield

Hour: 9:55-11:10 TR

JACOBSON

PSCI 218 Presidential Politics (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci218.html>)

COOK

PSCI 219(F) Constitutional Law I: Structures of Power

Constitutional Law is offered in two courses. Students are encouraged to take them in sequence but may elect not to, or to enroll in only one. The focus of both courses is on one of the most vital aspects of politics: interpreting and applying the nation's fundamental rules. The emphasis is on the United States Supreme Court and the exercise of judicial review. In this class we examine the structure of power in a constitutional democracy, exploring contests over authority from John Marshall and Thomas Jefferson to Bill Clinton and Kenneth Starr. Some of the topics to be considered include: the powers of the federal and state governments, the executive's emergency powers, and the Supreme Court's authority to nullify the acts of other branches. Under these general headings are to be found such issues as the power to regulate firearms, the power to establish an office of independent counsel, the power to overturn a judicial decision through congressional action, the power to deprive citizens of rights during wartime, the power to define the terms of impeachment, and the power to decide the outcome of a presidential election. Much of the reading is of Supreme Court opinions that highlight the politics of constitutional development.

Format: lecture/discussion. Requirements: a midterm, a final exam, and a critical paper of short to medium length.

No prerequisites. *Open to first-year students with Advanced Placement credit in American politics.*

Enrollment limit: 39.

American Politics Subfield

Hour: 1:10-2:25 MR, 2:35-3:50 MR

JACOBSON

PSCI 221 The Causes of War (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://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. *Preference given to Political Science majors.* *Enrollment limit: 39.*

International Relations Subfield

Hour: 1:10-2:25 MR

MAHON

PSCI 223 Governing the World: Treaties, Laws, Institutions and Hegemony (*Not offered 2001-2002; to be offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci223.html>)

SHANKS

PSCI 224 Ethnic Conflict in World Politics (*Not offered 2001-2002; to be offered 2002-2003*)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci224.html>)

M. LYNCH

PSCI 225 International Security (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci225.html>)

M. LYNCH

PSCI 227 Ethics and Interests in International Politics (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci227.html>)

SHANKS

PSCI 229(F) 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, mercantilist, Marxist and green theoretical traditions (including Smith, Ricardo, List, Mill, Marx, Gramsci 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 several issues of recent interest including free trade, foreign direct investment, currency blocs, international labor standards, uneven development and the global spread of American-style consumerism.

Format: lecture/discussion. Requirements: two exams, one research paper.

No prerequisites. *Enrollment limit: 39.*

International Relations Subfield

Hour: 11:00-12:15 MWF

PAUL

PSCI 230 American Political Thought (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci230.html>)

PSCI 231(S) Ancient and Medieval Political Thought (Same as Philosophy 231)

This course explores some of the major texts in ancient and medieval political thought. It examines themes such as the nature of justice, the ends of politics, the relationship between politics and truth and politics and faith, and the ideal organization of political life by considering works Thucydides, Plato, Aristotle, the Bible, Augustine and Aquinas. Students will thereby gain an understanding of the origins and character of ancient Western political theorizing and develop their ability to comprehend and evaluate complex oral and written arguments.

Format: seminar. Requirements: two (5-page) papers and a final exam.

No prerequisites. *Enrollment limit: 39. Priority to Political Science and Philosophy majors.*

Political Theory Subfield

Hour: 1:10-2:25 MR

GARRARD

PSCI 232(F) Modern Political Thought (Same as Philosophy 232)

This seminar surveys some of the major themes and canonical texts in modern political thought. Although roughly following a chronological order, the course is thematically constructed. The first week presents the uniquely modern way of looking at the relationship between statecraft and soulcraft, and dilemmas and challenges it poses. The first half of the course explores the development of liberalism understood as a way of coping with modernity. Drawing from Hobbes, Locke, Kant, and Mill, we will discuss such topics as reason and revelation, social contract and popular sovereignty, obedience and resistance, authority and legitimacy, rights versus good, and history and progress. Using Rousseau as a transitional figure, the latter half moves on to interrogate liberal modernity by engaging with Hume, Burke, Hegel, Marx, Nietzsche, and Weber, in which we will examine issues like reason and rationality, society versus community, alienation, revolution, and class, and the disenchantment of authority. During the last week, we will revisit this master narrative and discuss it in light of the contemporary theoretical development.

Format: seminar. Requirements: class participation, presentation and three 6- to 7-page papers.

Prerequisites: no prior exposure to political thought is presumed, although some knowledge of ancient political ideas will be useful. *Enrollment limit: 39.*

Political Theory Subfield

Hour: 8:30-9:45 TR

KIM

Political Science

PSCI 234(F) Political Ideologies (Offered 2001-2002)

Everyone has a political ideology of some sort. They shape our attitudes, values, motivations and beliefs about politics, help us to orient ourselves within the political landscape, and mediate between the abstract world of ideas and the concrete world of practice. This course examines both the general concept of political ideology and how it differs from other forms of political thought and practice, and particular political ideologies, such as liberalism, socialism, conservatism, fascism, feminism, anarchism and environmentalism. Emphasis is placed on the historical sources, philosophical foundations and argumentative structures of these ideologies, and what they tell us about the nature of ideology generally.

Format: lecture/discussion. Requirements: two (5-page) papers and a final exam.

No prerequisites. *Enrollment limit: 39. Priority given to Political Science majors.*

Political Theory Subfield

Hour: 7:00-9:30 p.m. M

GARRARD

PSCI 235 Multiculturalism and Political Theory (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci235.html>)

M. DEVEAUX

PSCI 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci239.html>)

A. WILLINGHAM

PSCI 244 Middle East Politics: State Formation and Nationalism (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci244.html>)

M. LYNCH

PSCI 246(S) Mexican Politics*

The futures of Mexico and the United States are now bound up more closely than ever. Yet Mexico enters this future with a much different past and, compared to our own, its political system still obeys some very different rules. What are the legacies of the expiring PRI system? Can Mexico overcome a tradition of political corruption? Can Mexico become "modern," as so many of its leaders have said it should, and still be Mexico? After a survey of Mexican political history, this course explores several themes of current interest: North American Free Trade and neo-liberal development strategy; problems of the countryside; foreign relations; changes in religious practices and beliefs; law enforcement; the hyper-urbanization of Mexico City; immigration and border issues; new indigenous identities and armed conflict; and the inter-penetration of Mexican and North American cultures.

Format: lecture/discussion. Requirements: a short mid-term paper and the choice of either another short paper and a regular final exam, or a 12- to 15-page research paper and a short exam.

No prerequisites. *Open to first-year students with Advanced Placement credit in Comparative Politics. Enrollment limit: 39. Priority given to Political Science majors.*

Comparative Politics Subfield

Hour: 1:10-2:25 TF

MAHON

PSCI 247 Political Power in Contemporary China (Not offered 2001-2002; to be offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci247.html>)

CRANE

PSCI 249 Latin-American Politics (Not offered 2001-2002; to be offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci249.html>)

MAHON

PSCI 262(S) America and the Cold War

This course will examine the rise and fall of the Cold War. Our focus will be on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, which side, if any, was primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the

world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989. Political scientists and historians continue to argue vigorously about the answers to all these questions. We will examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course will examine how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Format: lecture/discussion. Requirements: one medium length paper, an in-class midterm and final exam, and a series of short assignments.

No prerequisites. *Political Science 202 is recommended, but not required. Enrollment limit: 39.*

International Relations Subfield

Hour: 11:20-12:35 TR

MCALLISTER

PSCI 263 Making Foreign Policy (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci263.html>)

PSCI 264 Politics of Global Tourism (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci264.html>)

SHANKS

PSCI 265(S) The International Politics of East Asia*

How have global political and economic transformations influenced relations among countries in East Asia? How have domestic forces in these countries shaped their responses to international challenges? This course pursues these questions through an analysis of the international relations of East Asia since 1945. Special attention is paid to Sino-Japanese relations, confrontation on the Korean peninsula, tensions in the Taiwan Strait, and recent efforts at regional economic and security policy coordination.

Requirements: two 5- to 7-page papers and a final exam.

Enrollment limit: 39.

Comparative Politics and International Relations Subfields

Hour: 9:55-11:10 TR

CRANE

PSCI 267 Arab-Israeli Relations (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci267.html>)

M. LYNCH

PSCI 268(F) Great Powers and International Order

The most powerful international actors have always attempted to shape the international order in a range of ways, seeking to advance their political and economic interests worldwide. This course considers the efforts of great powers to create an international order that benefits them, as well as the responses of rivals and less powerful states in the world. After discussing theoretical notions of state power and international order, we focus on historical changes in the international system since 1870, including Europe's imperial expansion; nationalist responses in Asia, Africa, Latin America, and the Middle East; Soviet-American rivalry in the postwar era; and the global preeminence of the United States since the end of the Cold War.

Format: lecture/discussion. Requirements: a midterm, final exam and one 8- to 10-page paper.

No prerequisites. *Enrollment limit: 39. Preference to Political Science majors.*

Hour: 11:20-12:35 TR

FLIBBERT

PSCI 269(F) Conflict and Conflict Resolution in the Middle East*

The contemporary Middle East has experienced a series of costly, enduring conflicts over the past several decades. This course offers an analysis and discussion of the causes, consequences, and efforts to resolve regional conflict, focusing on Arab-Israeli relations and the two Gulf Wars. We use theoretical perspectives from political science to shed light on their dynamics, the successes and failures of attempts to resolve them, and the varied roles played by the United States and other major international actors.

Format: lecture/discussion. Requirements: a midterm, final exam and one 8- to 10-page paper.

No prerequisites. *Enrollment limit: 39. Preference to Political Science majors.*

Hour: 8:30-9:45 TR

FLIBBERT

PSCI 300(F) Research Design and Methods~

In social science research, clear rules govern how cases can be chosen, how causation can be inferred, and how disconfirming evidence can be recognized and assessed. This course teaches those

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rules. Every week, students will learn, apply, and evaluate a research technique. We will discuss how to state a researchable question and how to determine what counts as an answer to that question. We will consider what constitutes valid evidence, how to identify and evaluate alternative explanations for the same event, and how to separate coincidence from cause. Students will do interviews, surveys, archival research, case studies and field studies. The course assumes no statistics, nor will it teach statistics; instead, our focus will be on the other issues involved in conceiving and executing a research project in the social sciences.

Class will meet 3 times a week and one class will be a lab.

Format: lab. Requirements: weekly papers applying a method or research problem to a topic chosen by the student or class.

Prerequisite: junior or senior standing. This course is for juniors and seniors interested in writing a major research paper, and is designed specifically for advanced students doing independent projects, semester-long seminar papers or senior theses. *Enrollment limit: 15.*

(This course is part of the Critical Reasoning and Analytical Skills initiative.) Counts for all sub-fields.

Hour: 1:10-3:50 W

SHANKS

PSCI 306(S) Practicing Feminism: A Study of Political Activism (Same as Women's and Gender Studies 306)

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 does activism look? What forms does it take now and in the recent past? How are women's issues represented in the culture through the press, through other media, through art? This course will explore the issues and problems of putting feminism into practice. Part of that exploration will take place directly in social service agencies or non-profits which concern the lives of women and girls; students will be investigating these questions in the trenches in a hands-on environment.

We will examine issues such as organizational dynamics, budgetary and administrative constraints, client-staff interactions, power and dependency, and mother-child-family relationships; students will also be interning at community agencies involved in health care, social services, and work. A variety of interactions with these organizations will take place: supervisors will come to class to discuss their work and its relationship to women and girls; students will do presentations about their work sites in relation to issues raised in reading and discussions; the class may visit an organization or attend a meeting relevant to a given topic. Projects can be either papers which pull together research and experience from the work site, or public art projects relating to the student's non-profit and its targeted populations.

Format: discussion. Requirements: weekly internship, readings, weekly 1-page discussion paper, final project.

Prerequisites: Women's and Gender Studies 101; any 200-level courses in Political Science, Studio Art, Sociology. *Enrollment limit: 24. Preference to Women's and Gender Studies concentrators.*

Hour: 7:00-9:30 p.m. M

DIGGS and C. JOHNSON

PSCI 308(S) Environmental Policy (Same as Environmental Studies 308)

(See under Environmental Studies for full description.)

PSCI 309 Comparative Constitutionalism (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci309.html>)

JACOBSON

PSCI 310(F) Political Psychology (Same as Psychology 345)

Issues central to political psychology are at the heart of most disputes in politics about what is possible. For example, many political philosophers begin their analyses with a statement about "human nature." Claims about progress presume that human nature will be positively developed by political change. The enlightenment held that rationality would be strengthened by progress, and thereby make democracy more viable. Those who defend authoritarian regimes often do so by proclaiming that the general public is incapable of self-rule. Much of these disputes rest on evidence of various sorts that speak to the degree of rationality, capacity for justice, and empathy of people. We explore what psychology tells us about the capacity for justice and rationality among mass publics and leaders. Political psychology explores how people perceive, and misperceive, the world around them, how and when people attend to politics, and how people make political judgments. The course pays special attention to the surprising roles that emotions play in enabling rationality in politics.

Format: lecture/discussion. Requirements: a midterm exam, one analysis paper, and a final exam.

Political Science

Prerequisites: any of the following: Political Science elective at the 200 or 300 level, or Psychology 101, 212, 221, 232, 242, 251, or 300 level course. *Enrollment limit: 24.*

American Politics Subfield

Hour: 1:10-2:25 MR

MARCUS

PSCI 312(F) Southern Politics*

Political development in the eleven Southern states of the Old Confederacy. The course examines the mechanisms and consequences of the restricted franchise under white supremacy policies and the rise of biracial government in the aftermath of the Voting Rights Act. The focus is on current election and voting trends, changing patterns of leadership, development efforts, and the rise of neosupremacists.

Requirements: a midterm, a paper, and a final exam.

Prerequisite: a previous course in U.S. politics. *Enrollment limit: 24.*

American Politics Subfield

Hour: 2:35-3:50 MR

A. WILLINGHAM

PSCI 315 American Political Parties (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci315.html>)

MARCUS

PSCI 316(F) Public Policymaking in the U.S.

When Clinton was elected in 1992, he vowed that united control of government would bring policy change. When Republicans took control of the House and Senate after the 1994 elections, they proclaimed they would pass a revolution. But what really happened? What leads to policy change, and what inhibits it? In this course, we will examine the making of public policy in the United States. We will discuss how problems get defined as public problems worthy of government attention, and the kinds of solutions that are seriously considered by policymakers. Through several case studies, we will consider the ability of the U.S. to adopt comprehensive policies, and evaluate the effectiveness of the solutions adopted.

Requirements: weekly 1-page discussion paper, two short papers, and a research paper.

Prerequisite: Political Science 110 or another course in U.S. politics. *Enrollment limit: 24.*

American Politics Subfield

Hour: 2:35-3:50 MR

C. JOHNSON

PSCI 317(F) 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. The course will require five short papers.

Prerequisite: permission of the instructor. *Enrollment limit: 24.*

American Politics Subfield

Hour: 8:30-9:45 MWF

A. WILLINGHAM

PSCI 321 Regionalism in International Politics (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci321.html>)

M. LYNCH

PSCI 322 The German Question in European Politics (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci322.html>)

MCALLISTER

PSCI 326(S) Hierarchies in International Relations

The international system is often assumed to be anarchic, i.e. ruled by none. States are formally sovereign, there is no global policeman and war is frequent. At the same time, some states are clear-

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ly more powerful than others, some regions richer than others, some societies more developed than others, some cultures more dominant than others, some genders and races more privileged than others. Thus despite formal anarchy and the political equality among states and societies that it implies, there is a pervasive international hierarchy born of unequal political-economic relations, domination and exploitation at the global level. This course seeks an understanding and explanation of contemporary international hierarchy from a critical or radical perspective. Some key questions asked in the course include: Is 'free trade' really free? Are we experiencing a global race to the bottom? Is 'globalization' just another word for 'Americanization'? Along the way we will study various Marxist interpretations of global capitalism and the international political economy, including classical Marxism, dependency theory, world systems theory, and neo-Gramscian work. We will also review some critical non-Marxist approaches including green theory, feminism and post-colonial studies.

Format: discussion. Requirements: regularly submit discussion questions, three essays, one paper, class participation.

Prerequisites: Political Science 202 or consent of instructor. *Enrollment limit: 24.*

International Relations and Theory Subfields

Hour: 9:55-11:10 TR

PAUL

PSCI 330(S) Pluralism and Political Theory (Offered 2001-2002)

This course examines the nature, assumptions and implications of value pluralism, the belief that there are many final, equally reasonable goods and moral ends, something widely thought to be one of the defining characteristics of modernity. Contemporary debates and accounts of pluralism will be examined (eg. Berlin, Hampshire, Raz, Kekes, Mouffe, Galston, Gray, Taylor, Kymlicka), and their applicability in a number of particular cases and contexts will be explored.

Format: seminar. Requirements: three (5-page) papers.

Prerequisite: previous course in political theory or permission of the instructor. *Enrollment limit: 24. Priority to Political Science majors.*

Political Theory Subfield

Hour: 2:35-3:50 MR

GARRARD

PSCI 331T Non-Profit Organization and Community Change (Not offered 2001-2002; to be offered 2002-2003)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci331.html>)

A. WILLINGHAM

PSCI 332 Fugitive Identities: Slavery and the Boundaries of American Politics (Same as American Studies 332) (Not offered 2001-2002; to be offered 2002-2003)+*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci332.html>)

REINHARDT

PSCI 333(F) Analytical Views of Political Economy (Same as Economics 301 and Political Economy 301)

(See under Political Economy for full description.)

PSCI 334(S) Civil Society and Its Discontents

The end of cold war ushered in an era of wild optimism about a more peaceful, democratic world. This alleged global democratization has often been accounted for in terms of the (re)emergence of civil society, both domestic and international. The consensus ceases, however, as we examine the concepts of civil society that are used for various purposes. Some imagines laissez-faire market, while others, bowling leagues. Some find its archetype in literary salons of the Enlightenment era, while others, in trade unions. For some, it is a civic educational site for (lost) civility or trust, while for others, it is an arena for rational dialogue and interest coordination. There seems to be no one thing to be called civil society. This seminar surveys various "modes" of civil society, while reevaluating the contemporary enthusiasm for civil society. Readings will be selected from both classic and contemporary theoretical sources.

Format: seminar. Requirements: class participation, presentation and three 6- to 7-page papers.

Prerequisites: Political Science 232 or consent of the instructor. *Enrollment limit: 24.*

Political Theory Subfield

Hour: 11:20-12:35 TR

KIM

PSCI 335 The Public Sphere (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci335.html>)

REINHARDT

PSCI 336 Sex, Gender, and Political Theory (Same as Women's and Gender Studies 336) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci336.html>)

M. DEVEAUX

PSCI 337 Imagining the Division of Labor (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci337.html>)

KIM

PSCI 338 American Legal Philosophy (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci338.html>)

JACOBSON

PSCI 339(S) Interpretation in the Social Sciences

In surveying major perspectives in social theory, this seminar puts particular emphasis on the value of social theory for empirical, social science researches. The seminar is predicated on the premise that we are bound to confront the social interactions, practices, and institutions not as empirically given, but as something to be reconstructed in our mind. Our conceptual reconstruction is dictated by a gestalt of factors: an imaginary vision of society, key concepts and metaphors, preferred data base, a methodological prejudice, founding figures and subsequent lineage, and discursive contexts surrounding the subsequent criticisms. Together, they form a coherent "perspective." The goal is to teach students to recognize the deployment of various theoretical perspectives, often implicitly and partially, in current social science research. Each week, we will examine a major social theory and then see how it operates in empirical research; the first reading of the week will be drawn from the theoretical texts, and the second from a contemporary example of empirical research informed by those theories. The first half of the seminar surveys classic perspectives based on empiricism and positivism, while the second half examines their critiques, including hermeneutics and phenomenology. Theoretical texts are likely to include those by Ranke, Hintze, Bentham, Smith, Marx, and Durkheim for the first half; Weber and Freud as signaling paradigmatic transitions; and Heidegger, Gadamer, Ricoeur, Habermas, Levi-Strauss, Geertz, and Foucault for the second half.

Format: seminar. Requirements: class participation, presentation and three 6- to 7-page papers.

Prerequisites: consent of the instructor. *Enrollment limit: 24.*

Political Theory Subfield

Hour: 1:10-2:25 TF

KIM

PSCI 341 The Politics of the Global Economy: Wealth and Power in East Asia* (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci341.html>)

CRANE

PSCI 342 Intolerance and Political Tolerance (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci342.html>)

MARCUS

PSCI 343T Multiculturalism in Comparative Context (Not offered 2001-2002; to be offered 2002-2003)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci343.html>)

MACDONALD

PSCI 344 Rebels and Revolution in Latin America (Not offered 2001-2002; to be offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci344.html>)

MAHON

PSCI 349T(F) Cuba and the United States*+

Between Cuba and the US 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,

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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 US 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 US 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 under a tutorial format. In the final week we will discuss the twelfth theme, the future of Cuba, in another meeting of the entire group. Requirements: Students write five-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 or permission of the instructor. *Enrollment limit: 10 (expected: 8). Preference given to Political Science majors and seniors.*

Comparative Politics Subfield

This course provides the ideal background for a Winter Study 2002 travel course on the Cuban health care system, pending approval of the latter.

Hour: 11:00-12:15 MWF

MAHON

PSCI 362(S) The Vietnam War (Same as Asian Studies 303)*

The Vietnam War continues to provide instant “lessons” of history for everyone concerned with contemporary American foreign policy. Unfortunately, these lessons are often contradictory or simply wrong. This course will seek to rescue the Vietnam War from the distorted images of Hollywood and the sacred truths of those on both the Right and Left of the political spectrum. First, we will examine the origins of the Vietnam War in the late 1940’s and 1950’s within the larger frameworks of anti-communism and de-colonization. Second, we will examine the war from the perspective of both the North and South Vietnamese. Third, we will examine the political science theories of nation-building and escalation that led both John F. Kennedy and Lyndon Johnson to commit over 500,000 American troops to Vietnam. Fourth, we will examine the antiwar movement and the political and strategic factors that finally ended the war in 1975. The final section of the course will examine the enduring impact of the war on Southeast Asia and revisit the lessons of Vietnam in the context of contemporary American foreign policy.

Format: lecture/discussion. Requirements: Heavy Reading Load (175-200 pages a week), In-Class Midterm and Final Exam, Final Paper (15-20 pages), and a series of short assignments.

No prerequisites. *Enrollment limit: 24.*

International Relations Subfield

Hour: 7:00-9:30 p.m. M

MCALLISTER

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

Open to upperclasspersons with permission of the department.

SENIOR COURSES

PSCI 410(S) Senior Seminar in American Politics

The focal point of this research seminar will be on the state of American democracy early in its third century. Two elements provide a basis for judging the state of American politics: first, we begin with a comparison of politics at the founding of the Republic with the state of politics in our own time; second, each seminar participant will engage in research on a particular aspect of American politics. Among the topics that will be considered are: the competing conceptions of democracy; the appropriate roles of the various institutions of politics (the press, political parties, local, state, and national politics); and, the social and economic systems and their diverse effects. Combined, these two elements will enable the seminar to consider how the American political system has changed and whether it has changed for the better and/or worse. Has the increasing diversity of the American population, the growth of imperial responsibility, the impact of the world economy on America (and of the American economy on the world), the pace of technological change, among other modern features, made democratic politics more or less possible?

Format: discussion. Requirements: a research paper and oral presentations in the seminar.

No prerequisites. *Enrollment limit: 15. Senior majors have precedence.*

Hour: 2:35-3:50 TF

MARCUS

PSCI 420(F) (Sections 01 and 02) Senior Seminar in International Relations: National Interest and International Security

The founding fathers of the American republic drew a sharp distinction between the national interest and the interests of the international system. Ideals and principles were clearly subordinate to a

selfish and narrowly defined national interest. Beginning with Woodrow Wilson, American elites have increasingly equated the national interest with the promotion of larger ideals, such as democracy and collective security. Not surprisingly, the Wilsonian conflation of the American national interest with the interests of the international system has been challenged at both home and abroad. This senior seminar will examine the complex and controversial relationship between the national interest and international security from both theoretical and historical perspectives. Specific topics to be explored include globalization, cultural imperialism, alliances, democracy promotion, nuclear proliferation, and international peacekeeping.

Format: seminar. Requirements: weekly assignments and a 25-page research paper.

Prerequisites: junior or senior standing and two classes in international relations. *Enrollment limit: 15-18.*

(International Relations concentrators can also take Political Science 440 as a capstone course)

International Relations Subfield

Hour: 1:10-2:25 TF, 2:35-3:50 TF

MCALLISTER

PSCI 420(S) (Section 03) Senior Seminar in International Relations: State Power, Economic Nationalism, and Globalization

This course examines the interrelations of the state structures, economic practice and national identity. We start with a historical study of how the socio-cultural image of “nation” emerged as a legitimating device for state power and how national economies took shape from the mercantilism of early-modern statebuilding. This history suggests that politics crucially influences how we define ourselves collectively and how we produce and exchange goods and services. The second part of the course asks whether the apparent primacy of politics has been displaced by the forces of economic globalization. In a world economy, where capital accumulation transcends territorial boundaries, how can economic activity be made to serve state interests and how can a distant national identity be preserved? Or will globalization make it impossible for states to maintain their economic and cultural foundations? These questions will be explored through historical and theoretical texts, as well as an analysis of Japan.

Format: seminar. Requirements: one short paper and a 25-page research paper on a topic to be chosen in consultation with the instructor.

Prerequisites: senior or junior standing; *preference given to Political Science majors. Enrollment limit: 18.*

Hour: 1:10-2:25 MR

CRANE

PSCI 420(S) (Section 04) Senior Seminar in International Relations: States and Markets in the World Economy

The world economy has seen a persistent tension between the centralized and authoritative allocation of resources by states and more decentralized, market-driven forms of economic exchange by private actors. This seminar addresses this tension by focusing on the relationship between power and wealth in international relations. We will examine

several different areas of international political economy, including trade and monetary relations, foreign direct investment, dependency and development, and challenges in foreign economic policymaking.

Seminar format. Requirements: in addition to a substantial amount of reading, requirements include three 8- to 10-page papers on predetermined topics.

Prerequisites: junior or senior standing and two classes in international relations. *Enrollment limit: 15. Preference to Political Science majors.*

Hour: 1:10-3:50 T

FLIBBERT

PSCI 430(F) Senior Seminar in Political Theory: The Concept of the Political

This senior seminar in political theory is designed for an in-depth engagement with Max Weber and Carl Schmitt. Weber and Schmitt shared similar understanding of modernity that in their view culminated in a rationalized “iron cage” or a neutralized “total state”; and both called forth a revivification of the “political” as a way out of the otherwise inevitable petrification. Weber, however, reaffirmed liberal parliamentarism and pluralistically organized civil society as viable media for his project of (re)politicization, a project Schmitt scorned as too timid. Notoriously, Schmitt, a self-claimed student of Weber’s, went on to become the “crown jurist” of the Third Reich. What are the political implications of the kind of cultural pessimism, or theories of modernity in general, that both Weber and Schmitt embraced? Why such different outcomes in terms of their political ideas? What do these similarities and differences tell us about the nature of the “political” in modern times? Investigating the theoretical tension between liberalism, modernity, and the political, we start with Weber’s rationalization thesis as well as the political writings, and move on to examine major works by Schmitt.

Format: seminar. Requirements: class participation, presentation and three 6- to 7-page papers.

Political Science, Psychology

Prerequisite: two courses in political theory, including Political Science 232, *Modern Political Thought*. Enrollment limit: 15.

Political Theory Subfield

Hour: 1:10-2:25 TF

KIM

PSCI 440 Senior Seminar in Comparative Politics: Major Theories of Political Change and Difference (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci440.html>)

MAHON

PSCI 481(F)-W033-482(S) Advanced Study in American Politics

A year of independent study under the direction of a member or members of the Political Science faculty, to be awarded to the most distinguished candidate based upon competitive admissions. Candidates submit a research proposal to the department prior to May of their junior year. The successful candidate, designated the *Sentinels of the Republic Scholar*, receives a substantial 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; the American political economy; civil liberties; state, local, and federal relationships; or the philosophical foundations or problems of American constitutional democracy. Proposals that deal with these topics from a variety of perspectives (such as domestic, comparative, international, or philosophical) are welcome. Anyone with a prospective proposal should contact the department chair for further guidance.

PSCI 491(F)-W030, W030-492(S) Senior Essay (Honors Route One)

The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, devotes a semester and the winter study period to an inquiry in the student's specialization and submits the results of the inquiry in the form of an extended essay to the departmental honors committee for evaluation.

Prerequisites: two elective courses in the major's specialization (one may be taken simultaneously with the individual project).

PSCI 493-W031-494 Senior Thesis (Honors Route Two)

The same as Political Science 491-W30 or W30-492, only extended over both semesters and the winter study period and requiring as a final product a more comprehensive and substantial essay.

Hour: 9:00-9:50 MWF

CRANE

PSCI 495-W032, W032-496 Individual Project

With the permission of the department, open to those senior 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 (one may be taken simultaneously with the individual project).

PSCI 497, 498 Independent Study

Open only to senior majors with permission of the department.

PSYCHOLOGY (Div. II & III)

Chair, Professor GEORGE R. GOETHALS II

Professors: CRAMER**, G. GOETHALS, HEATHERINGTON***, KASSIN, KAVANAUGH, P. SOLOMON, ZIMMERBERG**. Associate Professors: FEIN***, KIRBY*. Assistant Professors: FRIEDMAN, M. SANDSTROM**, SAVITSKY, A. SOLOMON. Visiting Professors: GELLER, GOODMAN. Visiting Assistant Professors: BONNER, KRYCH, ROSSELLI, SHOCKLEY. Lecturers: ENGEL***, N. SANDSTROM.

MAJOR

- 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	Introduction to Neuroscience
	Psychology 221	Cognitive Psychology
	Psychology 262	Health Psychology
Group B	Psychology 232	Developmental Psychology
	Psychology 242	Social Psychology
	Psychology 252	Psychological Disorders

- 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 6:	Health Psychology (courses with middle digit 6)

At least one of these courses must be from among those carrying the designation *Empirical Project*.

- 5) Psychology 401 Perspectives on Psychological Issues

With the approval of the department, students may substitute two courses in associated fields for one of the required 300-level courses. Students must apply in writing for this approval.

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-W031-494 and write a thesis based on original empirical or theoretical 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

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 designs and methods of analysis.

Format: lecture/lab. Requirements: three papers, midterm exam, and a final exam.

Prerequisite: Psychology 101. *Two sections each semester. Enrollment limit: 22 per section. Not open to first-year students. Priority given to Psychology majors.*

Hour: 11:20-12:35 TR, 11:00-12:15 MWF Labs: 1:10-3:50 T, W
11:20-12:35 TR, 11:00-12:15 MWF Labs: 1:10-3:50 T, W

First Semester: BONNER

Second Semester: N. SANDSTROM, SHOCKLEY

PSYC 212(F) Introduction to 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: lectures, three hours a week; laboratories every other week. Evaluation will be based upon

Psychology

laboratory reports, a lab practical, two hour exams and a final exam.

Prerequisite: Psychology 101 or Biology 101. *Open to first-year students who satisfy the prerequisite. Enrollment limit: 144 (expected: 100). Preference given to Biology and Psychology majors. Satisfies one semester of the Division III requirement.*

Hour: 9:55-11:10 TR

Labs: 1-3:50 M, T, W

ADLER and P. SOLOMON

PSYC 221(S) 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.

Prerequisite: Psychology 101. *Open to first-year students. No enrollment limit (expected: 60).*

Hour: 9:55-11:10 TR

KRYCH

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.

Prerequisite: Psychology 101. *Open to first-year students. No enrollment limit (expected: 60).*

Hour: 1:10-2:25 TF

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.

Prerequisite: Psychology 101. *Open to first-year students. No enrollment limit (expected: 80).*

Hour: 9:55-11:10 TR

First Semester: KASSIN

9:55-11:10 TR

Second Semester: SAVITSKY

PSYC 252(F,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.

Prerequisite: Psychology 101. *Open to first-year students. No enrollment limit (expected: 70).*

Hour: 1:10-2:25 MR

First Semester: HEATHERINGTON

2:35-3:50 MR

Second Semester: A. SOLOMON

PSYC 262(S) Health Psychology

An integrated analysis of the mental processes and behavioral characteristics that enhance or impair physical well-being. Topics include stress and coping; the influence of psychobiological, behavioral, and social factors on medical disorders such as cardiovascular disease, cancer, and AIDS; and the psychological consequences of acute and chronic illness, placebo effects, and the patient-physician relationship. Students will have the opportunity to pursue topics of special interest, work that will culminate in the creation of a class web site.

Format: lecture. Requirements: hour exams, several short thought papers, class presentations, and web site design.

Prerequisite: Psychology 101. *Open to first-year students. No enrollment limit (expected: 60).*

Hour: 1:10-2:25 TF

FRIEDMAN

PSYC 312 Drugs and Behavior (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc312.html>)

ZIMMERBERG

PSYC 315(F) Hormones and Behavior

This course studies the relationship between hormones and behavior. We review the mechanisms by which hormones act in the nervous system. We also investigate how hormones influence behavior.

Psychology

ior as well as how behavior and experiences alter hormonal function. Specific topics to be examined include: sexual differentiation; courtship, reproduction and parental behavior; aggression; and learning and memory. Students critically review data from both human and animal studies.

Format: seminar. Requirements: midterm and final exams, seminar presentations and participation in discussions, written and oral presentation of empirical project.

Prerequisite: Psychology 212. *Enrollment limit: 16 (expected: 12). Priority given to Psychology majors.*

Empirical Project

Hour: 11:00-12:15 MWF

N. SANDSTROM

PSYC 316T(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 is taught in the tutorial format and 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. Students design and conduct an empirical project.

Format: tutorial. Evaluation based on position papers, class participation, and research project report.

Prerequisites: Psychology 212 (same as Biology 212 or Neuroscience 201). *Enrollment limit: 10 (expected: 10).*

Satisfies one semester of the Division III requirement.

Empirical Project

Hour: 8:30-9:45 TR

P. SOLOMON

PSYC 321(S) The Psychology of Language

How do we acquire language? How do we use it? How does language affect our thought and experience? This course examines language from multiple perspectives and focuses on several key issues such as language acquisition, the use of language and gesture to communicate, and how language biases the ways we think about what we experience. In approaching these issues, we will draw on research from psychology (especially cognitive psychology and the psychology of language) but also from disciplines outside of psychology, such as anthropology and linguistics.

Format: seminar

Requirements: two short papers, research paper, class participation, and class presentation.

Prerequisite: Psychology 221 or permission of instructor. *Enrollment limit: 25 (expected: 15).*

Empirical Project

Hour: 8:30-9:45 MWF

KRYCH

PSYC 323(F) Sensation and Perception

People and animals typically behave effectively with respect to the world. What are the mechanisms that allow us to gain and make use of information about our surroundings and about objects at a distance? The course will focus on the physiological processes underlying sensation (sight, hearing, and touch), the qualitative aspects of human perceptual experience, and on how perception and action are interconnected. The theoretical focus will be on whether perception is an indirect and passive inferential process or a direct and dynamic information-seeking process.

Format: lecture/discussion.

Requirements: short papers, a written report of research project, and class participation.

Prerequisites: Psychology 201 or permission of instructor. *No enrollment limit (expected: 15).*

Empirical Project

Hour: 1:10-2:25 TF

SHOCKLEY

PSYC 326 Decision-Making (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc326.html>)

KIRBY

PSYC 332(F) Cognitive Development

How do infants make sense of their world? When do children understand the distinction between fantasy and reality? What events do children remember, and how accurate are early memories? How do cultural experiences affect the way that children think and problem-solve? These questions form the basis of a course that examines both the biological and social factors that influence the development of intellectual skills during the childhood years. We consider both theoretical (e.g., what is the relation-

Psychology

ship between thought and language) and applied questions (e.g., do children misunderstand media messages), and we explore the similarities and differences in cognitive development of normally-developing children and children with developmental disabilities (e.g., autism). The work of both classical (e.g., Piaget, Luria) and contemporary theorists (e.g., Case, Fischer) is compared and contrasted. Format: seminar. Requirements: two short papers, and a written/oral report of research project. Prerequisite: Psychology 232. *Enrollment limit: 25 (expected: 15). Priority given to senior Psychology major.*

Empirical Project

Hour: 1:10-2:25 MR

KAVANAUGH

PSYC 333 Child Study (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc333.html>)

CRAMER

PSYC 334 The Psychology of Education (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc334.html>)

ENGEL

PSYC 336 Adolescence (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc336.html>)

ENGEL

PSYC 337(S) Childhood Disorders and Therapy

This course is a study of clinical child psychology. Disorders typically found in childhood and adolescence, including anorexia, phobias, learning disabilities, infantile autism, and schizophrenia are examined; and several different treatment approaches, including non-directive play therapy, behavior modification, and contemporary psychoanalysis are discussed.

Format: seminar. Requirements: an hour exam, a final exam, and a term paper.

Prerequisites: Psychology 232 or 252. *Enrollment limit: 25 (expected: 18). Priority given to Psychology majors.*

Hour: 1:10-2:25 MR

CRAMER

PSYC 341 Stereotypes, Prejudice, and Discrimination (Not offered 2001-2002; to be offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc341.html>)

FEIN

PSYC 342(S) Psychology of Leadership

How do leaders emerge? Who are they? When do they succeed or fail? This course studies questions of leadership and the relevant theory and research on social influence, persuasion, decision-making and group dynamics. Topics include the behavior of leaders, the perception of leaders, and the interaction of personal and situational factors in the emergence and effectiveness of leadership. Examples of leadership in organizations, politics, government, sports, the military, and higher education are considered.

Format: lecture/discussion. Requirements: two hour exams, and report of research project.

Prerequisite: Psychology 242 or permission of the instructor. *Enrollment limit: 45 (expected: 35).*

Empirical Project

(*This course is part of the Leadership Studies cluster.*)

Hour: 1:10-2:25 TF

G. GOETHALS

PSYC 343 The Self (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc343.html>)

SAVITSKY

PSYC 344(F) Advanced Research in Social Psychology~

This course will focus on the process of doing original, empirical social psychological research on specific topics in the field. We will concentrate on two content areas of research: (1) stereotypes and prejudice, particularly as they touch on issues concerning the academic achievement of women and people of color, and on the role of self-esteem in stereotyping and prejudice, and (2) interpersonal suspicion, including an examination of factors that might reduce suspicion in interracial or cross-cultural dyads or groups. Students will research and critically analyze and integrate the relevant

literatures concerning these topics, and will design and conduct original research to test empirically several hypotheses that emerge from these literatures. We will examine a variety of types of research design and statistical techniques.

Requirements: a series of papers, written and oral reports of research.

Prerequisites: Psychology 201 and Psychology 242. *Enrollment limit: 16. Priority given to Psychology majors.*

Empirical Project

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

Hour: 2:35-3:50 MR

FEIN

PSYC 345(F) Political Psychology (Same as Political Science 310)

(See under Political Science for full description.)

PSYC 346T(S) Egocentrism and Social Judgment

"There is...one thing and only one in the whole universe which we know more about than we could learn from external observation," wrote author C. S. Lewis. "That one thing is ourselves. We have, so to speak, inside information; we are in the know." The purpose of this tutorial is to consider Lewis's truism from the perspective of empirical research in social psychology-to explore current and classic research on egocentrism and social judgment to better understand how beliefs and knowledge about the self influence emotion, cognition, and behavior. Among the topics to be considered are introspection and self-insight (are people as "in the know" about themselves as they think?), self-prediction of emotion and behavior, self-appraisal, self-deception, the self in memory, and the (sometimes surprising) lengths to which people will go to maintain positive self-esteem. A goal of the course is to develop an overall view of "the self" as a cognitive system that facilitates information processing and assists in everyday functioning, but which is subject to a variety of biases and shortcomings.

Format: tutorial. Evaluation will be based on position papers, class participation, and the empirical project presentation and final report.

Prerequisites: Psychology 101, 201, and 242. *Enrollment limit: 10 (expected: 10).*

Empirical Project

Hour: TBA

SAVITSKY

PSYC 347(F,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. Students conduct original research in the area. No knowledge of the law is necessary.

Format: lecture/discussion. Requirements: two hour exams and a written/oral report of research.

Prerequisite: Psychology 242. *Enrollment limit: 40 (expected: 40). Priority given to Psychology majors.*

Empirical Project

Hour: 2:35-3:50 MR

1:10-2:25 MR

First Semester: KASSIN

Second Semester: KASSIN

PSYC 348(S) Group Dynamics

What are the driving forces behind group behavior? This topic is covered on both theoretical and applied levels with an emphasis on putting theory into practice. The types of groups discussed range from the small (two members) to the extremely large (thousands of members). Topics such as group performance, cooperative problem-solving, competitive problem-solving, social dilemmas, cultural in-group bias, group think, and loss of self will be covered in detail. These areas of research will be related to relevant "real world" topics such as the performance of sports teams, committee decision-making, team negotiation, and mob mentality. Both classic and recent research on dynamic group processes will be outlined and discussed in class.

Format: lecture/discussion. Requirements: class participation, two hour exams, and a final paper or empirical project.

Prerequisites: Psychology 242. *Enrollment limit: 23 (expected: 23). Priority given to Psychology majors.*

Empirical Project

Hour: 11:20-12:35 TR

BONNER

PSYC 349(S) Persuasion

An examination of current theory and research in the areas of attitudes, persuasion, and social influence. Topics will include attitude measurement, attitude functions, models of persuasion, mood and

Psychology

persuasion, subliminal persuasion, conformity, and compliance.

Format: lecture/discussion. Requirements: several short papers, class presentation and a final paper.

Prerequisite: Psychology 242. *Enrollment limit: 25 (expected 15). Priority given to psychology majors.*

Empirical Project

Hour: 1:10-3:50 W

ROSSELLI

PSYC 351 Childhood Peer Relations and Clinical Issues (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc351.html>)

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 presenting fundamental material in this area, 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 local social service or mental health agency, and is conducted in a seminar format.

Format: seminar. Requirements: field work (six hours per week), midterm essays and a final paper.

Prerequisite: Psychology 252. *Enrollment limit: 15 (expected: 15). Priority given to senior, then junior, Psychology majors; you MUST have permission of the instructor to register for this course.*

Hour: 2:35-3:50 MR

M. SANDSTROM

PSYC 354T Social Interaction and Psychopathology (Not offered 2001-2002; to be offered 2002-2003)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc354.html>)

HEATHERINGTON

PSYC 356(S) Depression

This course explores the etiology, assessment and treatment of clinical depression. An emphasis will be placed both on understanding the scientific literature and on close familiarity with assessment issues. Students will read from theoretical, empirical, and autobiographical writings on depression, and will explore the strengths and weaknesses of different assessment strategies in simulated clinical interviews. Topics include subtypes of depression; how depression overlaps with normal mood; leading cognitive, biological, evolutionary and integrative theories; and why certain treatments are effective. Epidemiological issues, such as the role of gender and culture in the syndrome, will also be considered.

Format: lecture/discussion. Requirements: class participation, a 5- to 7-page research critique, a midterm exam, and a written research proposal and/or final research report.

Prerequisites: Psychology 201 (concurrently or previously) and Psychology 252. *Enrollment limit: 25 (expected: 25). Priority given to Psychology majors.*

Empirical Project

Hour: 2:35-3:50 TF

A. SOLOMON

PSYC 357(F) Mental Illness and Public Policy: Historical and Current Perspectives

Lunatic? Insane? Mentally Ill? Patient? Consumer? Psychiatric Survivor? This course will focus on the evolution of care and treatment delivered to those with serious mental illness in America over the preceding 250 years. We will study systems of care and treatment and their changing loci, political and socioeconomic influences, involvement of the judicial system, and patients' rights and wrongs. Teaching materials will include primary sources, first person accounts, videos and site visits.

Requirements: short papers, a term paper, and a final exam.

Prerequisites: Psychology 252. *Enrollment limit: 25 (expected: 15).*

Hour: 7:00-9:30 p.m. M

GELLER

PSYC 359(S) Psychological Testing and Measurement

This course focuses on the development and applications of psychological testing. Test construction, issues of reliability and validity, and the history of assessment will be reviewed. We will focus on clinical applications of intelligence, personality, and neuropsychological tests as well as how these tests guide diagnostic and treatment decisions. We will also study the limitations of psychological tests and the controversies surrounding them.

Format: seminar. Requirements: participation in class discussion, a mid-term exam and a final term paper (including a class presentation).

Psychology, Religion

Prerequisites: Psychology 232 or Psychology 242 or Psychology 252. *Enrollment limit: 25 (expected enrollment: 20).*

Hour: 7:00-9:30 p.m. M

GOODMAN

PSYC 362(F) Psychoneuroimmunology~

This course combines an in-depth study of brain-immune system interactions with laboratory-based research in psychoneuroimmunology. Class discussions will focus on the impact of psychological experience on susceptibility to illness, the impact of sickness on emotions, cognitions, and behavior, and the biological mechanisms that underlie both types of influence. Emphasis is placed on the process of conducting research in this area: developing and testing hypotheses, interpreting data, and presenting results in a clear and cogent manner. No knowledge of immunology is necessary.

Format: seminar. Requirements: hour exam, seminar presentations, and oral and written presentations of research project.

Prerequisites: Psychology 201 and either 212 or 262, or permission of instructor. *Enrollment limit: 20 (expected: 15). Priority given to Psychology majors.*

Satisfies one semester of the Division III requirement.

Empirical Project

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

Hour: 8:30-9:45 MWF

FRIEDMAN

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

Open to upperclass students with permission of the department.

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 2001 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.

This course is required of all senior majors. No enrollment limit (expected: 12 per section).

Hour: 9:55-11:10 TR

Members of the Department

PSYC 493(F)-W031-494(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 or theoretical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department.

Prerequisite: permission of the department.

RELIGION (Div. II)

Chair, Professor GEORGES DREYFUS

Professors: DARROW*, DREYFUS, TAYLOR*. Assistant Professors: BUELL**, LEVENE**.

Visiting Professor: KOESTER. Visiting Assistant Professor: VERTER.

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 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 consulta-

Religion

tion 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-form, 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-W031 or Religion W031-494. 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 one paper that will 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: 9:55-11:10 TR, 11:00-11:50 MW
11:20-12:35 TR, 8:30-9:45 TR

First Semester: DREYFUS, VERTER
Second Semester: LEVENE, BUELL

THE JEWISH TRADITION

REL 201 Reading the Hebrew Bible (Same as Classics 201 and Comparative Literature 201) (Not offered 2001-2002)

(See under Classics for full description.)

REL 203 Introduction to Judaism (Same as Classics 203) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel203.html>)

LEVENE

REL 206 Judaism and the Critique of Modernity (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel206.html>)

LEVENE

REL 207 Biblical Interpretation in Classical Antiquity (Same as Classics 207 and Comparative Literature 207) (Not offered 2001-2002)

(See under Classics for full description.)

REL 208 The Hellenistic World and the Emergence of Rabbinic Judaism (Same as Classics 208) (Not offered 2001-2002)
(See under Classics for full description.)

REL 209(F) American Jewish History: From New Amsterdam to Williams College (Same as History 374 and American Studies 213)~

In 1654 a ship carrying 23 Jewish refugees fleeing the Brazilian Inquisition sailed off course and landed in New Amsterdam. Some 350 years later, American Jewry has come to constitute one of the largest, richest, and most important Jewish communities in the world. This course surveys the in-between years, examining the experiences of Jewish immigrants and their children as they have sought to negotiate a place for themselves in a society whose regard for religious minorities has run the spectrum from hostile to ambivalent. Combining historical and sociological approaches, we will pay particular attention to the construction and the continuous reformation of American Jewish identity, looking at such topics as the transformation of "Judaism" from a racial to an ethnic category; the articulation of discourses of "chosenness" in a pluralistic, secularizing society; the development of contemporary revitalization movements (Reconstructionists, Haverahniks, etc.); and the place of Jews in American higher education.

Instead of taking the usual exams, students in the class will demonstrate their learning and develop their skills by conducting original research, digging through the College archives and conducting oral histories with alumni. If all goes well, their final projects will form the backbone of a published volume on the history of Jews at Williams College.

Format: lecture/discussion. Requirements: full attendance and participation, brief weekly response papers, and one 18- to 25-page research paper.

No prerequisites. *Open to all classes. Enrollment limit: 20 (expected: 20).*

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

Hour: 1:10-2:25 MR

VERTER

THE CHRISTIAN TRADITION

REL 210 Reading Jesus, Writing Gospels: Christian Origins in Context (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel210.html>)

BUELL

REL 211 Paul and the Beginnings of Christianity (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel211.html>)

BUELL

REL 212 The Development of Christianity: 30-600 C.E. (Same as History 324) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel212.html>)

BUELL

REL 213(F) Jesus of Nazareth and the Gospels (Same as History 323)

This course will investigate the Gospels of the New Testament (Matthew, Mark, Luke and John) and apocryphal Christian Gospels (Gospel of Thomas, Gospel of Peter, Dialogue of the Savior). The development of these Gospels and their traditions will be discussed as well as the history of the so-called "Quest for the Historical Jesus" from the eighteenth century to the present. The course will also offer guidance to learn scholarly methods for the interpretation of this literature. Assignments will emphasize the critical investigation of specific passages from these Gospels.

Format: lecture/discussion. Requirements: a minimum of seven short papers (2 pages) and a self-scheduled final examination. Open to all classes without prerequisites. *Enrollment limit: 30 (expected: 20).*

Hour: 11:00-12:15 MW

KOESTER

REL 215 The First Crusade (Same as History 425) (Not offered 2001-2002)

(See under History for full description.)

REL 216(S) Church, State, and Society in the Middle Ages (AD 200-1500) (Same as History 225)

(See under History for full description.)

Religion

AMERICAN RELIGIONS

REL 221 American Religious History (Same as History 373) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel221.html>)

VERTER

REL 222 "The God of History": Slavery and Race in Christian Thought (Same as History 180) (Not offered 2001-2002)*

(See under History for full description.)

REL 225(S) Religion and Popular Culture in America (Same as Sociology 225 and American Studies 225)~

For almost a hundred years, commentators have described the progress of religion in the United States in terms of progressive secularization. The thesis of this course is that the opposite is true: far from becoming a culture void of enchantment, America is becoming more religious every day. You just have to know where—and how—to look. In this class we will uncover the theological dimensions of American mass media products (theodicy in the X-files, eschatology in Marilyn Manson), explore the ideological dimensions of religious material culture (evangelical t-shirts, Kosher Chinese cookbooks), and examine the appropriation of popular genres by religious subcultures (Eastern Orthodox hardcore 'zines, Christian diet manuals). We shall supplement our investigations with readings from such cultural theorists as Horkeimer, Adorno, Althusser, Gramsci, Hall, Fiske, Bourdieu, Bordo, and Baudrillard.

Format: lecture/discussion. Requirements: full attendance and participation, brief weekly response papers, and one 18- to 25-page research paper.

No prerequisites. *Open to all classes. Enrollment limit: 20 (expected: 20).*

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

Hour: 11:00-12:15 MW

VERTER

REL 226 African-American Religious History (Same as History 381) (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel226.html>)

VERTER

THE ISLAMIC TRADITION

REL 231 The Origins of Islam: God, Empire and Apocalypse (Same as History 209) (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel231.html>)

DARROW

REL 232 Women and Islam (Same as History 309) (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel232.html>)

DARROW

REL 233 Islamic Mysticism: The Sufis (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel233.html>)

DARROW

REL 234 Religion and Revolution in Iran (Same as History 409) (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel234.html>)

DARROW

THE SOUTH-ASIAN TRADITIONS

REL 241 Hinduism: Construction of a Tradition (Not offered 2001-2002)*

(See full description online:

<http://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 socio-

Religion

logical 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; two 4-to 6-page essays.

No prerequisites. *Enrollment limit: 30 (expected: 30).*

Hour: 11:00-12:15 MW, 8:30-9:45 MW

DREYFUS

REL 243 Buddhist Philosophy (Same as Philosophy 243) (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel243.html>)

DREYFUS

REL 244 Knowledge and Reality in Indian Thought (Same as Philosophy 238) (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel244.html>)

DREYFUS

REL 245 Tibetan Civilization (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel245.html>)

DREYFUS

THE EAST-ASIAN TRADITIONS

COMPARATIVE INQUIRY

REL 270T Father Abraham: The First Patriarch (Not offered 2001-2002)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel270.html>)

DARROW

REL 273 Sacred Geographies (Same as Anthropology 273 and INTR 273) (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel273.html>)

DARROW and JUST

REL 274 Women's Religious Experiences in the Ancient Mediterranean World (Same as Classics 274) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel274.html>)

BUELL

REL 276(S) Grounding the Sacred: Religious and Ecology in the United States (Same as Environmental Studies 276)

Combining perspectives from environmental history, environmental ethics, and American studies, this course examines the spiritual dimensions of the relationship between the Earth and its human inhabitants in what is now the United States. We will look at the ways cultural and theological assumptions have shaped peoples' treatment of the natural world. We will also look at the ways changes in the environment have influenced human social and cultural patterns. And we will critically assess some of the major ethical responses to ecological issues.

Format: lecture/discussion. Requirements: attendance and active participation, three 5- to 7-page essays, and a final comprehensive 7- to 10-page paper.

No prerequisites. *Enrollment limit: 30 (expected 30).*

Hour: 9:55-11:10 TR

VERTER

Religion

REL 277 Apocalypses: Varieties of Millennial Discourse (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel277.html>)

VERTER

CONTEMPORARY PHILOSOPHICAL AND CRITICAL INQUIRY

REL 281 Atheism, Theism and Existentialism (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel281.html>)

LEVENE

REL 284 Imitating God: Wisdom and Virtue in Jewish Thought (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel284.html>)

LEVENE

REL 288 Monasteries, Yeshivas, and other Universities: Religion and the Nature of Education (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel288.html>)

DREYFUS

REL 289 Cyberscapes (Same as ArTH 268, ArtS 212 and INTR 242) (Not offered 2001-2002)

(See under INTR 242 for full description)

Enrollment limit: 25.

REL 290(S) Heidegger and Levinas

This course will explore the thought of two major twentieth-century thinkers: the towering German figure in European phenomenology, Martin Heidegger, and his French Jewish follower, interlocutor, and ultimately critic, Emmanuel Levinas. The first part of the course will focus on Heidegger's most important work, *Being and Time*, assessing his contribution to continental thought through a consideration of his adaptation of ontology and his treatment of a set of major concepts, e.g., Being, the everyday, care, temporality, and death. The second part of the course will turn to Levinas, a student of both Husserl and Heidegger, who sought to translate the phenomenological method of his teachers into a French idiom. In so doing, he thoroughly reworked it, increasingly distancing himself from what he saw as the anonymity of Husserl's Ego or Heidegger's Being and substituting for them a concern with encounter, with intersubjectivity, with the other, with the face-to-face. The principal questions this part of the course will ask are: how, if at all, does Levinas go further than Heidegger? Is Levinas right that the ethical moment is essentially absent from *Being and Time*? What role does sexual difference play in Levinas's contribution? And finally, how do his Jewish writings relate to his project as a whole, and especially his dialogue with Heidegger?

Readings will include major works and essays from both thinkers.

Requirements: attendance and participation, several short writings assignments, final paper.

Prerequisites: at least one class in philosophy or religious thought. *Enrollment limit: 20 (expected: 15).*

Hour: 2:35-3:50 MR

LEVENE

REL 291 Religion and the Ethic of Deconstruction: a Cross-cultural Perspective (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel291.html>)

DREYFUS

REL 294 Philosophy of Religion: Faith and Reason (Same as Philosophy 242) (Not offered 2001-2002)

(See description under Philosophy)

REL 301 Psychology of Religion (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel301.html>)

TAYLOR

REL 302 Religion and Society (Not offered 2001-2002)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel302.html>)

DARROW

REL 304(F) From Hermeneutics to Post-Coloniality*

This course explores some of the theoretical trajectories available in “our” pluri-cultural and (post)modern world by focusing on the relation between truth and interpretation, particularly in a pluri-cultural context. We start with Gadamer’s hermeneutics, which stresses the importance of being aware of one’s cultural background and prejudices, an important prerequisite for understanding cultural differences. Hermeneutics has also, however, several blind spots, which we examine through the critiques of Derrida, Foucault and Said. With Derrida we learn the critical tools and the rigor necessary to question some of the central notions such as identity and difference which are often taken for granted. With Foucault we question the relation between truth and power in interpretation, and thematize the complexities of power. With Said’s *Orientalism*, a seminal description of the ways in which the West has (mis)represented the “East,” we examine the nature of (mis)interpretation of other cultures and the role that ethnocentrism has played in the formation of modernity. We also consider some of the more compelling critiques of Said’s work such as Bhabha’s warning against the essentialization of difference and Spivak’s argument against the often too easy appropriation of cultural differences. We conclude by considering two concrete situations in India and Egypt which illustrate the relevance of the post-colonial critique and its main proponents, Said, Spivak and Bhabha (otherwise known as the “Holy Trinity”). Reading list: H.G. Gadamer, *Truth and Method*. F. Saussure, *Course in General Linguistics*. J. Derrida, *Of Grammatology*. P. Rabinow, *Foucault Reader*. E. Said, *Orientalism*. T. Mitchell, *Colonizing Egypt*. Hawley, *Sati: The Blessing and the Curse*.

Format: lecture/discussion. Requirements: full attendance and participation; three essays (4-6 pages).

No prerequisites. *Enrollment limit: 30 (expected: 20).*

Hour: 1:10-3:50 T

DREYFUS

REL 306(S) Feminist Approaches to Religion (Same as Women’s and Gender Studies 282)

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 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: lecture/discussion. Requirements: brief weekly writings assignments; one class presentation; one 5-page essay; one 15-page research paper.

Open to all classes without prerequisite. Enrollment limit: 30 (expected: 20).

Hour: 1:10-2:25 MR

BUELL

REL 308T(F) Imagining “Religion” (Same as Anthropology 308T)

Our conceptual categories of religion and the rubrics under which we group them—“Confucianism,” “Christianity,” “primitive religion”—are historical constructions of knowledge and power. The term “Hinduism,” for example, was coined by British clerics and colonial officials during the Raj to describe a very wide variety of beliefs and practices. Similarly, the Western fascination with “Buddhism” reflects a romanticized and very narrow vision of a particular set of East Asian traditions. Standard terminology (“heaven,” “mysticism,” “salvation”) reflect a specific theological framework. Even the idea of “religion” itself as a sui generis category of human experience is a relatively recent and ideologically loaded invention.

In this tutorial we will investigate the role of scholars, theologians, anthropologists, nationalists, journalists, seekers, and other interested parties in the construction of religious categories, and examine the ways in which their tacit assumptions have informed both elite and popular discourse. In addition to reading theoretical works (by Foucault, Said, Clifford) and intellectual histories (by Brian Harrison, Philip Almond, David Chichester, Steven Wasserstrom), we will spend time dissecting supposedly objective studies of comparative religions (by Lord Herbert of Cherbury, Voltaire, Max Muller, Madam Blavatsky, Mircea Eliade).

Meeting in pairs, each student in the tutorial will write and present orally five 5- to 7-page papers every other week on the assigned readings. Students not presenting an essay have the responsibility

Religion, Romance Languages

of critiquing the work of their colleague. The tutorial will culminate in a final written exercise. This course will count as a major seminar for Religion majors.

Prerequisite: Religion 101. *Enrollment limit: 10.*

Hour: TBA

VERTER

REL 313 Appearance/Reality (Same as INTR 313 and Philosophy 313) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel313.html>)

TAYLOR

REL 314 Complexity (Same as INTR 314 and Philosophy 354) (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel314.html>)

TAYLOR

REL 342(S) Science and Religious Experience (Same as Physics 342 and INTR 342)

(See under IPECS—INTR for full description.)

This course satisfies the Division II distribution requirement. It is recommended for students interested in the implications of science for other disciplines, but it may not be used to satisfy the Division III distribution requirement or the minimum requirements for the Physics major.

REL 402(S) 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 2002: TBA.

Requirements: class reports, papers, and substantial research projects.

Prerequisite: senior major status *or* permission of the instructor. *Enrollment limit: 30 (expected: 12).*

Hour: 1:10-3:50 W

LEVENE

REL 493(F)-W031; W031-494(S) Senior Thesis

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

ROMANCE LANGUAGES (Div. I)

Chair, Professor LEYLA ROUHI

Professors: BELL-VILLADA*, DUNN**, NORTON, STAMELMAN. Associate Professor: ROUHI. Assistant Professors: AUSTIN, FOX. Visiting Professor: NICASTRO. Visiting Assistant Professors: FRENCH, ROCHE. Part-time Lecturer: DESROSIERS. Teaching Associates: CORLAY, DESLUS, LÓPEZ, RODRIGUEZ.

FRENCH

MAJOR—French Language and Literature

The French 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.

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.

Romance Languages

The major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts. Emphasis is placed on the changes in form and subject matter from the Renaissance to the modern era.

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. 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. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

ArH 254 Impressionism (Deleted 2000-2001)

History 307 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-W031-494). 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 Culture consists of a sequence of seven courses for which the student must earn the cumulative grade average of B or higher. In addition, the student must achieve a score of 60 on the College Level Examination Program (CLEP) College French (Levels 1 and 2) test. This test will be administered by the Department of Romance Languages once a year during the month of April to all candidates for the Certificate in French Language and Culture.

For students with little or no prior background in French, the course sequence consists of French 101-102, French 103-104, and any three courses in French above the 104-level, one of which must be at the 200 level or higher. If the student begins with French 103-104, the sequence then continues with three courses in French above the 104 level, including one at the 200 level or higher. The student must then take two more courses either in French above the 104 level or in other departments. The courses in other departments must contain a significant component of material representing

Romance Languages

French or Francophone cultural, intellectual, political, social, and art-historical topics. The choice of the courses must be approved by the department.

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 encouraged to complete part of the major requirements by studying abroad either during the academic year or the summer. Through its special affiliation with the Hamilton Junior Year in France, the department offers a comprehensive academic and cultural experience in a francophone environment. Major credit for study abroad will normally be assigned as follows: up to 1 credit for one semester; up to 3 credits for a full year or two semesters. The final assignment of credit will be authorized in consultation with the student's major advisor upon return to Williams. Such credits can only be determined by review of course format, materials, and evidence of satisfactory academic performance. Any student contemplating study in France is advised to consult with faculty members in French before selecting a study abroad program. Because of the wide range of academic quality, some programs are considered deficient, and, therefore, unsatisfactory choices for Williams students.

LANGUAGE AND CIVILIZATION COURSES

RLFR 101(F)-W088-102(S) Elementary French

This is a year-long course which offers a thorough introduction to basic French language skills: understanding, speaking, reading, and writing.

Format: the class meets five hours a week. Evaluation in both semester-long courses will be based on quizzes, midterm and final exams, compositions, and class participation. At least four hours of language laboratory exercises are mandatory.

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 French in high school.

Hour: 9:00-9:50 MTWRF

ROCHE

RLFR 103(F)-104(S) Intermediate French

The two-course sequence continues and completes the introduction to basic language skills begun in French 101-102. Greater emphasis is placed on the integration of vocabulary and grammatical structures into meaningful contexts so as to expand reading and comprehension as well as written and oral self-expression. The first semester combines the development of written and oral skills with a review of significant aspects of French grammar. The second semester of the sequence seeks also to develop skills of textual analysis and interpretation. Textual resources will consist of representative readings from the areas of French literature and culture, pop culture and folklore, film, journalistic press, art, and socio-political issues. *Conducted in French.*

French 103 and 104 meet for four hours a week and include a language laboratory component.

Requirements: class participation, oral class presentations, short papers, and exams.

Prerequisites: French 101-102 *or* examination placement.

The two courses in this sequence normally constitute a year's program, at the end of which the student may enter French 105 (*Studies in French Language and Culture*) or French 109, 110, or 112 (*Introduction to French Literature*). A student may enter the sequence at the 104 level by special permission of the department and on the basis of a placement examination.

Hour: 9:55-11:10 TR, 11:20-12:35 TR Conferences: 1:10-2 W, 2:10-3 W

First Semester: NORTON, STAMELMAN

11:20-12:35 TR, 2:35-3:50 MR Conferences: 1:10-2 W, 2:10-3 W

Second Semester: DUNN, 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.

Prerequisite: French 103 *or* French 104, an SAT score of 600, or by placement.

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Conferences: 1:10-2 W, 2:10-3 W

ROCHE

LITERATURE COURSES

RLFR 109(F) Introduction to French Literature: The Literature of Desire and Repression

A study of representative French texts from the seventeenth to the twentieth centuries in which the issues of desire and repression help the reader to understand authorial intention and its relation to the process of writing. Among the topics to be discussed: the transposition of male and female voice, the rhetoric of desire and sexuality, Platonism and the sublimation of desire, the salon as a venue of power, provincial and city life as settings for the elaboration of gender themes and conflicts, language and its relation to money and desire, and levels of aggression and passivity. Texts to be read and discussed: *Phèdre* (Racine), *Manon Lescaut* (Prévost), *Eugénie Grandet* (Balzac), *Madame Bovary* (Flaubert), *L'Amant* (Duras), *La Lectrice* (Jean). *Conducted in French*.

Requirements: class participation, a midterm exam, and several short papers.

Prerequisite: French 104 or 105 or by placement test, or permission of instructor.

Hour: 9:55-11:10 TR

NORTON

RLFR 110(S) Introduction to French Literature: The Search for Identity

"We are so used to disguising ourselves for others," wrote the seventeenth-century author, La Rochefoucauld, "that we wind up disguised to ourselves." Through the study of short masterpieces of the seventeenth, eighteenth, nineteenth, and twentieth centuries, we will study a variety of authors' different approaches to questions of self-deception, self-discovery, and self-understanding. Writers to be studied include Pascal, La Rochefoucauld, Mme. de La Fayette, Chateaubriand, Mme. Claire de Duras, Balzac, Maupassant, Mauriac, Colette, and Camus. *Conducted in French*.

Requirements: active participation in all class discussions, three short papers, one longer paper, one oral presentation.

Prerequisite: French 104 or 105, or 109 or by placement test, or permission of instructor.

Hour: 1:10-2:25 MR

DUNN

RLFR 202 French Film (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr202.html>)

RLFR 203 The Spirit of the Renaissance: Rediscovery and Invention (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr203.html>)

NORTON

RLFR 204 (formerly 406) The Female Prison: Convents and Brothels (Not offered 2001-2002; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr204.html>)

DUNN

RLFR 207(S) Nineteenth-Century French Novel

Still perceived as a "minor" genre at the end of the eighteenth century, the novel was quickly elevated as the literary form of choice in the years following the French revolution. In this course, we will study the evolution of the novel as a genre in nineteenth-century France, paying particular attention to the social and historical context in which the novel developed and transformed over the course of the century. Important areas of investigation will include the ways in which the novel serves as a "reflection" of contemporary French society, the emergence of new literary "types" in the nineteenth-century novel, as well as the impact of the changed and changing reading public on the genre. Texts will include examples of the romantic and historical novel (Hugo's *Notre-Dame de Paris*), of the realist novel (Balzac's *La Cousine Bette* and Flaubert's *Madame Bovary*), and of the naturalist novel (Zola's *Germinal*). We will also look at the ways in which such literary "classics" have lent themselves—and continue to lend themselves—to cinematic adaptations, and will explore the blurring of the lines between elite and popular culture that results from such adaptations.

Requirements: class participation, oral presentations, three short papers and a final paper.

Prerequisite: French 109 or 110, or permission of the instructor. *Expected enrollment: 15.*

Hour: 1:10-2:25 TF

ROCHE

RLFR 209 French Surrealist Literature and Art (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr209.html>)

STAMELMAN

Romance Languages

RLFR 211(F) The Poetry of Revolution and Modernism: Baudelaire, Rimbaud, Mallarmé

With modernism begins a revolt that writes itself in as well as against language. Poetry in France, especially from 1850 on, initiates a revolution. It seeks to subvert the world and the word, to open consciousness to untried experiences of the real, and to call into question the forms of representation by which society and culture maintain their power. The course will focus attention on the subversive intent of three major nineteenth-century poets whose works attempt to create a truly revolutionary and modern consciousness that will define French literature and criticism well into the late-twentieth century. Certain subjects to be discussed in depth will include: (1) the search for the unknown; (2) the escape from the world; (3) the attitude toward nature and the modern city; (4) the use of symbol and allegory; (5) the power of memory in poetic re-creation; (6) the nature of the prose poem as a new modernist genre; (7) the genesis of symbolism; (8) the place of dream and hallucination in poetic experience; and (9) the relation of music (Claude Debussy, Pierre Boulez, Jim Morrison) to poetic expression. In particular, the works of each poet will be discussed in relation to the historical and cultural events of the time: Baudelaire and the modernization of Paris; Rimbaud and the insurrection of the Paris Commune; Mallarmé and fin-de-siècle and symbolist aesthetics. Readings will include Baudelaire's *Les Fleurs du mal* and *Le Spleen de Paris*; Rimbaud's early poems, *Une Saison en enfer*, and *Les Illuminations*; and Mallarmé's *Poésies*; plus critical writings by Benjamin, Blanchot, Kristeva, and Bonnefoy. *Conducted in French*. Requirements: active participation in class discussions, two papers, one hour exam, and oral class presentations.

Prerequisite: French 109 or 110 or permission of the instructor.

Hour: 11:20-12:35 TR

STAMELMAN

RLFR 212 Sister Revolutions in France and America (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr212.html>)

DUNN

RLFR 215 The Fashioning of Fashion: Theory and Practice (Same as Comparative Literature 215) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr215.html>)

STAMELMAN

RLFR 303 The Voyage of the Renaissance Poet: The Poetics of Regret and Transcendence (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr303.html>)

NORTON

RLFR 304 (formerly 208) The Age of Mirrors: Proportions and Disproportions in the Seventeenth-Century Text (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr304.html>)

NORTON

RLFR 308 Origins and Originalities: Literary Masterpieces of the Renaissance (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr308.html>)

NORTON

RLFR 312 Between the Two World Wars (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr312.html>)

DUNN

RLFR 314 (formerly 401) Order and Adventure: Twentieth-Century French Poetry (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr314.html>)

STAMELMAN

RLFR 316(S) (formerly 214) Travels, Topographies, Curiosities and Encounters: The Renaissance Sense of Place

Renaissance thinkers and writers are fascinated with the past as a living, spatial register and with the future as a construct of the imagination. Through the study of representative French Renaissance

texts centered on travel, exploration, and inquiry, this course will explore the way in which sixteenth-century writers approach discovery as a mode of recognition that helps authenticate and define our sense of place. For the Renaissance this sense is shaped from a variety of sources prompting writers to return to the major Greek and Latin travel epics (*The Odyssey* and *The Aeneid*), to rewrite these epic journeys as phantasmagoric quests and figures of poetic aspiration, and to establish the relevancy of the past for helping Europe come to terms with the dislocating discovery of the “New World.” We shall focus on François Rabelais’s *Tiers livre* and *Quart livre*, Joachim Du Bellay’s archeological and Odyssean sonnets in *Les Antiquitez* and *Les Regrets*, and Michel de Montaigne’s *Essays*. *Conducted in French*.

Requirements: class participation, two papers, an oral presentation, and a one-hour exam.

Prerequisite: French 109, 110, or 112, or permission of the instructor. *The course fulfills the requirement for the senior seminar.*

Hour: 9:55-11:10 TR

NORTON

RLFR 330(S) Senior Seminar: The Poetics and Politics of Memory (Same as Comparative Literature 402)

The seminar will examine the literary and artistic representations of memory in an effort to reveal how the act of remembering is determined by historical, cultural, political, and ideological perceptions of the past. We will study the relationship of memory to history, to commemoration, to confession, to autobiography, to narrative reconstruction, to testimony, to nostalgia, and to forgetting. The history of remembrance as well as the different forms of memory—private versus public, psychoanalytic versus collective, personal versus social, everyday versus historical—will be discussed. Since memory is a sign of and a surrogate for something that is absent or that has been lost, we will focus our attention on the memorializing aspects of memory in Renaissance theories concerning “the art of memory,” in the development of mnemonic techniques, in the valorizing of certain rituals or protocols of remembrance, in the construction of monuments of commemoration, and in the private and public celebration of birthdays, anniversaries, bicentennials, and similar events. Other areas of concern will be: the role of gender in the reconstruction of the past, the formation of identity through personal and historical recollection, and the way images of the past determine perceptions of the present and the future. Readings from different centuries and by writers of different nationalities will be selected from among the following: Baudelaire, Freud, Kafka, Proust, Perec, Borges, Marshall, Woolf, Nabokov, Kundera, Bishop, Calvino, and writers of the Holocaust. Critical and theoretical readings will include texts by Bergson, Halbwachs, Yates, Benjamin, Nora, Blanchot, Barthes, Derrida, and Sacks. *All readings in English*.

Format: seminar. Requirements: Active class participation, oral presentations, two 5- to 7-page papers, two hour exams.

No prerequisites. *Enrollment limit: 20 (expected: 15).*

Hour: 11:20-12:35 TR

STAMELMAN

RLFR 408 Rites of Lust, Blood, Power, and Words: French Tragedy in the Age of Absolutism (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr408.html>)

NORTON

RLFR W030 Honors Essay

RLFR 493(F)-W031-494(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.

For graduate students. Others by permission of the instructor.

Hour: 5:30-7:00 MW

DESROSIERS

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. *Conducted in English*.

Evaluation will be based on participation, papers, a midterm, and a final exam.

Prerequisite: French 511 or permission of instructor.

For graduate students. Others by permission of the instructor.

Hour: 5:30-7:00 MW

DESROSIERS

Romance Languages

ITALIAN

RLIT 101(F)-W088-102(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%).

Enrollment limit: 30.

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.*

Hour: 9:00-9:50 MWF and 8:30-9:20 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 workbook exercises, and a combination of chapter tests, a mid-term, and a final exam.

Prerequisite: 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 course 200 level or above (*excluding RLSP 205 and RLSP 303*), 401, and 402.

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 Linguistics course or with one course in Latin-American Studies that is 200-level or higher, or with a course in Comparative Literature.

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.

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-W031-494). 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 103-104, 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 103-104, 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 111, 112, 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
Anthropology 217 Mesoamerican Civilizations
ArtH 200 Art of Mesoamerica
ArtH/Anthropology 219 The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba
Economics 226 Economic Development and Change in Latin America
History 242 Latin-American from Conquest to Independence
History 243 Modern Latin America, 1822 to the Present
Political Science 344 Rebels and Revolution in Latin America
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 two courses per semester overseas can be granted toward the Spanish major. Students interested in study abroad should consult with a member of the department at their earliest convenience.

RLSP 101(F)-W088-102(S) Elementary Spanish

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is conducted by the intensive oral method.

Format: the class meets five hours a week. In addition, as part of their preparation, students are required to spend two half-hour periods every week in the Language Laboratory. Evaluation will be based on participation, compositions, quizzes, and a final exam.

For students who have studied less than two years of Spanish in secondary school.

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.

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: AUSTIN
Second Semester: ROUHI

RLSP 103(F)-104(S) 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. Reading of literary selections of the modern period.

Format: The class meets four hours a week. Evaluation in both courses will be based on regularity of class participation, oral reports, frequent quizzes and compositions, and a final exam.

Prerequisites: Spanish 101-W-102 or two years of Spanish in secondary school.

Two sections. Each section limited to 20 students.

Romance Languages

The two courses in this sequence normally constitute a year's program. A student may elect 104, only by special permission of the department.

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Conferences: 2:10-3 W, 3:10-4 W
First Semester: FOX, FRENCH
10:00-10:50 MWF, 11:00-11:50 MWF Conferences: 2:10-3 W, 3:10-4 W
Second Semester: AUSTIN, FOX

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 selected short stories by Peninsular writers, write frequent compositions, plus perform regular exercises using the World Wide Web. Evaluation will be based on regularity of class participation, frequent quizzes and compositions, and a final exam.

Prerequisites: Spanish 103-104 *or* three years of Spanish in secondary school.

Two sections. Enrollment limit: 20 per section.

Hour: 10:00-10:50 MWF, 12:00-12:50 MWF Conferences: 2:10-3 W, 3:10-4 W AUSTIN, ROUHI

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 103-104 *or* three years of Spanish in secondary school.

Hour: 10:00-10:50 MWF FRENCH

RLSP 111(F) Spain and Its Cultures

In this course we will examine in detail five distinct moments in Spanish history and culture: Córdoba in the Middle Ages, Madrid during the reign of Felipe II, Madrid during the Napoleonic occupation in the early nineteenth century, Barcelona during the Civil War, and contemporary Spain. Each of these units will include materials from several disciplines, such as history, literature, art and architecture. Students will read works of poetry, theatre, narrative fiction and essay, as well as secondary texts that establish the historical, cultural, social and political context of each epoch. Films, news reports, and a recent novel will constitute part of the course's unit on contemporary Spain. *Conducted in Spanish.*

Requirements: meaningful discussion in class that reflects students' engagement with the material, an oral presentation, a short paper, a midterm and a final exam.

Prerequisite: Spanish 105 *or* permission of the instructor.

Hour: 11:00-11:50 MWF FOX

RLSP 112(S) 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 and issues of gender and discursive power. *Conducted in Spanish.*

Requirements: two essays on assigned topics, active discussion of the ideas and the facts presented in class, a midterm, and a final.

Prerequisites: Spanish 105 *or* permission of the instructor.

Hour: 11:00-11:50 MWF FRENCH

RLSP 201 Spanish Romanticism and Realism (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp201.html>)

RLSP 202 The Generation of 1898 (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp202.html>)

RLSP 203(F) Major Latin-American Authors: 1880 to the Present*+

A survey of some of the leading imaginative writers of Hispanic America. Readings will begin with the modernist poets and go on to include fiction by María Rosa Bombal and Rulfo, verse by Pablo

Neruda, and narratives of the “Boom” period by authors such as Borges, Cortázar, Elena Garro and García Márquez. *Conducted in Spanish.*

Prerequisite: Spanish 105 or higher.

Hour: 8:30-9:45 TR

FRENCH

RLSP 205 The Latin-American Novel in Translation (Same as Comparative Literature 205)
*(Not offered 2001-2002; to be offered 2002-2003)**

(See full description online:

<http://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 (1936-39) has generated a vast bibliography and filmography that reflects widely antagonistic interpretations. The ideals and passions of this war have not subsided, and indeed have been recreated and relived time and again in art and literature. On a world level it was the first clear clash between democracy and totalitarianism. From the Spanish perspective, it remains the most important single event in understanding modern Spain. The course will begin with a historical introduction to the origins, development, and outcome of the war, then concentrate on the poetic and personal accounts of mostly Spanish authors, as reflected in poetry, short fiction, novels, and films. Readings by Ayala, Sender, Aub, Andújar, Goytisolo, Matute, Neruda, Alberti, Machado, and others. Classic and contemporary films, as well as documentaries, will be shown each week. *Conducted in Spanish.*

Evaluation will be based on student participation, an oral report, two papers, and exams.

Prerequisite: Spanish 111 or permission of instructor.

Hour: 1:10-2:25 MR

FOX

RLSP 211(F) Survey of Medieval and Golden Age Spanish Literature

This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include epic and lyric poems, a picaresque novel, several additional prose selections, and selected plays. *Conducted in Spanish.*

Evaluation will be based on class participation, short paper assignments, and a final paper.

Prerequisite: Spanish 105 or permission of instructor.

Hour: 2:35-3:50 MR

ROUHI

RLSP 217 Love in the Spanish Golden Age (Not offered 2001-2002; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp217.html>)

ROUHI

RLSP 301 Cervantes' *Don Quijote* (Not offered 2001-2002; to be offered 2002-2003)+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp301.html>)

ROUHI

RLSP 303(S) Cervantes' *Don Quixote* (Same as English 306 and Comparative Literature 303)+

An in-depth study of the first (and arguably the most beautiful) modern novel in the finest English-language translation available, designed for students with no knowledge of Spanish. We will spend the semester exploring the array of themes and characters elaborated by Cervantes in his influential masterpiece, and we will make connections to some of the many takes on *Don Quixote* in other literatures and media. Historical and theoretical information, as well as close reading, will shape our understanding of this monumental work of art which has left an impact on numerous European and American novels. *Conducted in English.*

Evaluation based on meaningful participation, short written assignments, and a final paper.

Prerequisite: any 200-level literature class at Williams, or permission of instructor. *Expected enrollment: 35.*

This course does not fulfill the requirement for the Major in Spanish.

Hour: 9:55-11:10 TR

ROUHI

RLSP 306T Latino Writing: Literature by U.S. Hispanics (Not offered 2001-2002)*+

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp306.html>)

BELL-VILLADA

Romance Languages, Russian

RLSP 401(F) Senior Seminar: Studies in Spanish Literature—Madrid: De Siglo a Siglo

It is difficult to reconcile the radically different identities Madrid has assumed over the past hundred years. Does the Madrid Ernest Hemingway once called “the capital of the world” have any connection to the isolated Madrid of the post Civil War? In this course, we will examine the significance of Madrid as a reflection of Spain—both in times of freedom, and in times of censorship. Madrid has both been represented, and in turn, shaped by literary works. Beginning with the late-nineteenth century and the Madrid of Galdós, we will work our way through the city during the turn of century, the Civil War, the Franco era, the transition to democracy, and la movida. We will consider the different incarnations of the urban landscape as they reflect the vision of each particular author, as well as socio-economic and political events of the period. Materials will include novels, theater, short stories, poetry, articles, and films. We will read works by Galdós, Baroja, Buero Vallejo, Cela, Martín Santos, Umbral, J.J. Millás, Grandes, and others. Evaluation will be based on active student participation in class discussions, oral reports, and two short papers. *Conducted in Spanish*. Prerequisite: any 300-level course or permission of the instructor. *Expected enrollment: 8*.

Hour: 1:10-2:25 MR

FOX

RLSP 402(S) Studies in Modern Latin-American Literature*+

In the early-twentieth century the concept of “the Modern” was alternately exhilarating and bewildering, inspiring and disturbing for Spanish American writers. This course will examine various responses to modernity and modernization in Spanish American literature from 1900-1945, considering such topics as urbanization, immigration, neo-imperialism, social revolution, and the conflict between foreign and indigenous cultural forms. Writers to be considered include modernistas José Martí and Rubén Darío; vanguard poets César Vallejo, Alfonsina Storni, and Oliverio Girondo; novelists Mariano Azuela, José Eustasio Rivera, and Miguel Ángel Asturias; story-writers Horacio Quiroga, María Luisa Bombal, Eduardo Mallea, and Jorge Borges; editor and memoirist Victoria Ocampo.

Requirements: midterm and final exams, one 5-page paper and one 15-page paper, a presentation on one of the writers or literary movements being studied, and participation in class discussions. Expected enrollment: 12.

Enrollment limit: 15.

Hour: 2:35-3:50 MR

FRENCH

RLSP W030 Honors Essay

RLSP 493(F)-W031-494(S) Senior Thesis

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

RUSSIAN (Div. I)

Chair, Professor GAIL M. NEWMAN

Professor: GOLDSTEIN. Associate Professor: CASSIDAY. Assistant Professor: VAN DE STADT.
Teaching Associate: BELIAEVA.

LANGUAGE STUDY

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. Russian 101-W088-102 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

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.

The course of study for the certificate gives credit for Russian 101 and 102, which do not count toward the major. 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

MAJORS

The department supports two distinct majors: *Russian Literature* and *Russian Studies*.

Russian Literature

The Russian Literature major consists of ten courses. Students selecting this major should usually have completed Russian 202 or the equivalent by the end of the junior year. Majors will normally be expected to take a 400-level Russian course in their senior year, even if they have previously taken another 400-level class.

Required Courses

Russian 103, 104 Intermediate Russian
Russian 201, 202 Advanced Russian
Russian 402 Senior Seminar

Electives

Five other courses. At least two must focus on topics in Russian literature. One may be a relevant course offered in other departments and programs such as Comparative Literature, History, and Music.

Russian Literature majors may receive major credit for up to four courses taken during study abroad.

Russian Studies

Russian Studies 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.

The Russian Studies major consists of ten courses. 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.

Required Courses

Russian 103, 104 Intermediate Russian, or the equivalent
Russian 201, 202 Advanced Russian
Russian 402 Senior Seminar

Electives

Five other courses drawn from Russian offerings above 202 and offerings in other departments chosen in consultation with the chair of the Russian Department. The electives must include courses from at least two departments other than Russian. Examples of appropriate courses in other departments are:

History 240 Muscovy and the Russian Empire
History 241 The Rise of the Soviet Union
Music 128 Masters of Russian and Soviet Music

Russian Studies majors may receive major credit for as many as four courses taken during study abroad.

Russian

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- W031-494) of honors quality.

RUSS 101(F)-W088-102(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.

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.

Prerequisite for 103: Russian 101-102 *or* permission of instructor.

Prerequisite for 104: Russian 103 *or* permission of instructor.

Hour: 10:00-10:50 MWF
10:00-10:50 MWF

First Semester: VAN DE STADT
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.

Prerequisite for 201: Russian 104 *or* permission of instructor. Prerequisite 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 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, and Chekhov. *All readings will be in English.*

Russian

Format: lecture/discussion. Requirements: active class participation, two short papers, class presentations, and a final research project.

No prerequisites. *Enrollment limit: 20 (expected: 20).*

Hour: 9:55-11:10 TR

VAN DE STADT

RUSS 204 Bolshevism, Glasnost, and Beyond: Twentieth-Century Russian Literature in Translation (Same as Comparative Literature 204) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/russ/russ204.html>)

CASSIDAY

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.*

Requirements: several short written assignments and class presentations and a final project involving research in some aspect of Russian culinary history and participation in a communal feast.

No prerequisites. *Enrollment limit: 50.*

Hour: 1:10-2:25 MR

GOLDSTEIN

RUSS 208 History of Russian Art (Same as Arth 266) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/russ/russ208.html>)

GOLDSTEIN

RUSS 301(F) Russian and Soviet Film

Called "the most important of all the arts" by Lenin, cinema has played a crucial role in Russian culture throughout the twentieth century. In this course, we will study the greatest works of Russian cinema, works that not only reflect but also helped to shape Russia's turbulent history during the twentieth century. Our viewing will include a wide variety of cinematic genres, as well as Russia's most influential film directors, such as Sergei Eisenstein, Dziga Vertov, Andrei Tarkovskii, and Nikita Mikhalkov. As part of our effort to understand Russian films in their own context, we will read ground-breaking texts on Russian cinematic theory, critical responses to directors and their films, as well as historical examinations of the development of Russian film. Primary course readings will be in Russian, with some secondary readings in English. *Class sessions will be conducted entirely in Russian.*

Format: seminar. Requirements: active class participation, regular short written assignments, regular class presentations, and a final research project.

Prerequisites: Russian 202 *or* the permission of the instructor. *No enrollment limit (expected: 3-5).*

Hour: 11:00-11:50 MWF

CASSIDAY

RUSS 303 Russia in Revolution (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/russ/russ303.html>)

CASSIDAY

RUSS 305 Dostoevsky and His Age (Same as Comparative Literature 305) (Not offered 2001-2002; to be offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/russ/russ305.html>)

CASSIDAY

RUSS 306(S) Tolstoy and His Age (Same as Comparative Literature 306)

This course will examine the life and works of 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 under-

Russian, Science and Technology Studies

standing 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.*

Requirements: active class participation, three short papers, and a final research project.

No prerequisites.

Hour: 2:35-3:50 MR

CASSIDAY

RUSS 402(S) Senior Seminar: Spectacles on His Nose, and Autumn in His Heart-The World of Isaac Babel

Known alternately as "master of the short story" and the "Russian Maupassant," Isaac Babel was one of the most intriguing and gripping authors of early Soviet Russia. Although he was in no way prolific, Babel's writing was very popular in his lifetime, both in Russia and abroad. Still, though he continues to be widely read by Russians, his name in the West is often overshadowed by Bulgakov, Pasternak, and Solzhenitsyn. By way of Babel's life and work, this course will examine what it meant to be a Russian, a Jew, and a non-party author in the 1920s and 1930s. Babel's writing was extremely varied: he wrote sketches, newspaper articles, short stories, plays, and movie scripts. Among others, primary readings will include the two cycles *Red Cavalry* and *Tales of Odessa*, some early sketches, such as his literary manifesto *Odessa*, a great number of his autobiographical and other short stories, the play *Maria*, and a selection of his letters. We will also read some reminiscences on Babel by his contemporaries, and this will broaden our understanding of the man, the writer, and his era. *All course readings will be in the original, and class will be conducted entirely in Russian.*

Format: seminar. Requirements: active class participation, frequent short writing assignments, class presentations, and a final research project.

Prerequisites: Russian 202 or permission of the instructor. *No enrollment limit (expected: 3-5).*

Hour: 9:55-11:10 TR

VAN DE STADT

RUSS 493(F)-W031-494(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, L. KAPLAN.*

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 the present time courses are offered which examine the history or philosophy of science and technology, the sociology and psychology of science, the economics of research and development 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(S) Science, Technology, and Human Values (Same as History of Science 101)

(See under History of Science for full description.)

SCST 401(S) 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.

Requirements: research paper *or* project.

Satisfies one semester of Division II requirement.

Hour: TBA

D. BEAVER

Elective Courses

ANSO 320 Health and Illness in Cross-Cultural Perspective
Biology 132 Human Biology and Social Issues
Biology/Environmental Studies 134 The Tropics: Biology and Social Issues
Chemistry 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science
Economics 225 Economics of Health and Health Care
Economics 377/Environmental Studies 377 Environmental Economics and Policy
Environmental Studies 307/Political Science 317 Environmental Law
Environmental Studies 402 The Environment, the Individual, and Society
Environmental Studies/American Studies 405 Automobiles and American Civilization
History of Science 216 Gender, Science, and Technology
History of Science 240 Technology and Science in American Culture
History of Science 305 Technology and Culture
Music 223T Music Technology for Musicians
Philosophy 209 Philosophy of Science
Philosophy 210 Philosophy of Medicine

Courses of Related Interest

ANSO 205 Ways of Knowing
Anthropology 102/Environmental Studies 106 Human Evolution: Down From the Trees, Out to the Stars
Anthropology/Environmental Studies 209 Human Ecology
Arth/Environmental Studies 201 American Landscape History
Arth 257 Architecture 1700-1900
Arth 306/Environmental Studies 326 North-American Dwellings
Environmental Studies 302 Environmental Planning and Analysis 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
Mathematics 381 History of Mathematics
Physics 100 Physics of Everyday Life

SOCIOLOGY (Div. II)—see ANTHROPOLOGY AND SOCIOLOGY

STATISTICS (Div. III)—see MATHEMATICS AND STATISTICS

THEATRE (Div. I)

Chair, Professor DAVID EPPEL

Professors: BUCKY*, EPPEL. Assistant Professors: BEAN, S. HAMILTON. Lecturers: BROTHERS, CATALANO. Visiting Lecturer: T. SHEPARD

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 exper-

Theatre

imental productions of all kinds are mounted on both the MainStage of the Adams Memorial Theatre, and the DownStage Theatre. 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 Theatre Department course requirements are Theatre 101, Theatre 301, Theatre 401(F)(S), and one course from Studies in Dramatic Literature (Theatre 311-321) or Theatre 210, 211, 213T, 215, 322T, 328. In addition students are then asked to choose five courses from the Theatre Department offerings, paying special attention to the prerequisites. Please note that there are several routes to the major. Students are encouraged to speak with the Chair of the Department in the spring of their sophomore year at the very latest.

Theatre 101 Introduction to Theatre
Theatre 301 Junior Seminar: Theories of Theatre
Theatre 401 Advanced Projects in Theatre

and

One course from Theatre 311-321 Studies in Dramatic Literature or Theatre 210, 211, 215 or 328

and

Five courses from below, paying careful attention to the prerequisites:

Theatre 102 Introduction to Technical Theatre
Theatre 201 The Design Response
Theatre 203 Interpretation and Performance I
Theatre 204 Interpretation and Performance II
Theatre 210 Multicultural Performance
Theatre 211 Topics in African-American Performance: Theatre, Film, and Dance of the Harlem Renaissance
Theatre 216 Writing for the Theatre
Theatre 302 Scenic Design
Theatre 303 Stage Lighting
Theatre 305 Costume Design
Theatre 306 Advanced Acting
Theatre 307 Stage Direction
Theatre 308 Directing Workshop
Theatre 322T Performance Criticism
Theatre 323 Theatre of Images
Theatre 324 Theatre for the Ear: Telling Stories Through Sound
Theatre 397, 398 Independent Study

The department strongly recommends that students elect additional collateral courses in dramatic literature taught by the English 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 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 and 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 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, directors 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 reflect 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 their project description; a determination will then be made as to their 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.

THEA 101(F) Introduction to Theatre

The course will look at dramatic texts in relation to their production potential. Students will read 10 to 12 plays taken from various periods and cultures, and 'see' them on the stages of their imaginations. The plays to be studied will also be seen in the context of some of the important theatrical traditions and theories from which they emerged or which they helped influence.

There will be a practical element to the course—a Wednesday lab during which students will work in groups on various theatrical assignments. There will be some acting (you do NOT have to be an actor or even WANT to be an actor to take this course), some directing, and some designing—all at the basic level.

Format: lecture course with a practical lab. Students will be assessed on their level of participation, their attendance in class and their collaboration within smaller groups. There will be 2 two-page papers—responses to the productions seen at the AMT during the semester, and a final assignment—either practical or paper.

This course is a prerequisite for Theatre 203 and 301. *No enrollment limit (expected: 50-70).*

Hour: 9:55-11:10 TR

Lab: 1:10-3:50 W

EPPEL

THEA 102(S) Introduction to Technical Theatre

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 drafting and technical production, and will be required to participate on the production crew of one or more departmental productions.

Prerequisite: Theatre 101. This course is a prerequisite for Theatre 201.

Hour: 8:30-9:45 TR, 1:10-3:50 W

CATALANO

THEA 201(F) The Design Response

A study of theatrical design modes and concepts. This course will deal with the formation of a design response to playtexts and other dramatic materials, and the translation of that response into scenery, lighting and costumes. Students will study the development of images that communicate with other theatre artists and the audience to convey feeling and meaning.

The course will aim to develop overall visual design skills, study the techniques employed in devising set, costume and lighting, as well as the ways in which they can interrelate to form a unified design. To this end, we will stress the development of verbal and visual communication skills to convey design ideas, and study process (individual and collaborative) as well as product.

Evaluation will be based on weekly projects, a larger final project and class participation in discussions and labs. All visual presentations will be accompanied by short written assignments.

Prerequisite: Theatre 102 or Arts 100 or ArtS 103 or permission of the instructor. This course is a prerequisite for Theatre 307 and all upper-level design courses. *Enrollment limit: 12.*

Hour: 1:10-3:50 MR

S. HAMILTON

THEA 203(S) Interpretation and Performance 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, staging fundamentals, performance styles, textual analysis, and control.

Although there will be some modest written assignments, the principal means of evaluation in the

Theatre

course will be committed participation in the preparation and performance of production exercises.
Prerequisite: Theatre 101. This course is a prerequisite for Theatre 204. *Enrollment limit: 14.*
Hour: 1:10-3:50 MR EPPEL

THEA 204(F) Interpretation and Performance II

Prerequisite: Theatre 203. This course is a prerequisite for Theatre 306. *Enrollment limit: 14.*
Hour: 1:10-2:25 TF T. SHEPARD

THEA 205 The Culture of Carnival (Not offered 2001-2002)*

(See full description online:
<http://www.williams.edu/Registrar/catalog/depts/thea/thea205.html>)

BROTHERS

THEA 210 Multicultural Performance (Not offered 2001-2002)*

(See full description online:
<http://www.williams.edu/Registrar/catalog/depts/thea/thea210.html>)

BEAN

THEA 211(S) Topics in African-American Performance: Theatre, Film, and Dance of the Harlem Renaissance (Same as American Studies 211)*

From 1919 to 1929, Harlem in New York City was “in vogue.” The rate of African-American cultural production of theatre, film, 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 and humor.” Twenty plays with African-American themes appeared on Broadway, five written by African-Americans. 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. What happened in African-American performance during this period has arguably influenced all black artistic production since then, and we will examine this argument in depth. In addition, we will consider the fluidity between the forms of theatre, film, 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. Students will be evaluated on the basis of class participation, presentations, and a semester-long research project.

No prerequisites.

Hour: 9:55-11:10 TR

BEAN

THEA 215(F) Femininity on Stage (Same as Comparative Literature 213 and English 215)

This survey course will look at the construction of femininity on stage. Theatre has always been a place where the construction of the gender identity of women has readily happened, with or without their participation. The course will consider the works of women playwrights from Aphra Behn (*The Rover*, 1677-1681) to Diana Son (*Stop Kiss*, 2000) as cultural commentary. In addition, we will look at plays that have made significant statements about the role of women in society, such as Euripides’ *The Trojan Women*, Shakespeare’s *Taming of the Shrew*, Dion Bouicault’s *The Octoroon*, and Rodgers and Hammerstein’s *South Pacific*. Finally, we will explore the work of contemporary feminist playwrights.

Format: seminar. Students will be evaluated on the basis of class participation, a midterm exam, and several short position papers.

No prerequisites. *No enrollment limit (expected: 20).*

Hour: 11:20-12:35 TR

BEAN

THEA 216(S) Writing for the Theatre

Designed for those interested in writing and creating for the theatre, this course will investigate “research to Performance” process. Students will be expected to share in each other’s work on a weekly basis. Evaluation will be based on attendance, completion of class assignments, and class participation.

Permission of instructor required. Enrollment limit: 15.

Hour: 8:30-9:45 TR, 1:10-3:50 W

TBA

THEA 301(F) Junior Seminar: Theories of Theatre (Same as Comparative Literature 301)

This seminar is intended to introduce theatre major to the theories of theatre. We will also be focusing on theatrical manifestations of the theory through the study of playtexts and performances.

Theatre

Theorists such as Plato, Aristotle, Hegel, Zola, Craig, Stanislavsky, Meyerhold, Marinetti, Piscator, Brecht, Boal, Dolan, Baraka, and Blau will be read and discussed. In addition, there will be a section on preparing the senior project proposal.

Students will be evaluated on the basis of presentations and a final research paper.

Prerequisites: open only to theatre majors.

Hour: 9:55-11:10 TR

BEAN

THEA 302 Scenic Design (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/thea/thea302.html>)

S. HAMILTON

THEA 303 Stage Lighting (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/thea/thea303.html>)

THEA 305(S) 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.

Prerequisite: Successful completion of any 200 level course in any of the fine or performing arts or permission of instructor.

Hour: 9:55-11:10 TR

BROTHERS

THEA 306(F) Advanced Acting

An intensive course for experienced acting students that will concentrate on the techniques and styles of acting.

Prerequisites: Theatre 203, 204 and permission of instructor.

Hour: 1:10-3:50 MR

EPPEL

THEA 307(S) Stage Direction

A theoretical and practical introduction to the art of theatrical direction, this course will address the formation of directorial concepts through textual analysis of dramatic texts. Emphasis will be given to the creation of visual, aural, and kinetic concepts for production and the development of these concepts in theatrical staging. The course will also concentrate on the collaborative process, and the interaction between the director and the other members of the production team. Students will complete several practical directing projects with actors, including an early diagnostic and final in-class showing of a scene. Written work will consist of one research paper on a noted director, short critiques of departmental productions and the development of a director's production book, and exercises in textual analysis.

Prerequisites: Theatre 203 or permission of the instructor. *Enrollment limit: 12. Priority will be given to those who have also taken Theatre 201.*

Hour: 1:10-3:50 TF

HAMILTON

THEA 308 Directing Workshop (Not offered 2001-2002)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/thea/thea308.html>)

BUCKY

THEA 311-321 Studies in Dramatic Literature

A study of important works of dramatic literature, with special emphasis upon theatrical interpretation. The body of works selected will represent a common historical period, style, playwright, nationality, or critical approach.

Prerequisites: Theatre 101 or permission of the instructor.

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(F) Modern Drama (Same as English 202)

(See under English for full description.)

THEA 313(S) Studies in Dramatic Literature: British and Irish Drama Since 1956 (Same as English 365)

(See under English for full description.)

Theatre

THEA 315(S) Studies in Shakespeare: Shakespeare and the Theorists (Same as English 311)
(See under English for full description.)

THEA 319T(S) Shakespeare in Love (Same as English 319T)+
(See under English for full description.)

THEA 321 American Minstrelsy (Not offered 2001-2002)*
(See full description online:
<http://www.williams.edu/Registrar/catalog/depts/thea/thea321.html>)

BEAN

THEA 322T Performance Criticism (Not offered 2001-2002)+
(See full description online:
<http://www.williams.edu/Registrar/catalog/depts/thea/thea322.html>)

BEAN

THEA 323 Theatre of Images (Same as ArtS 323) (Not offered 2001-2002)
(See full description online:
<http://www.williams.edu/Registrar/catalog/depts/thea/thea323.html>)

S. HAMILTON

THEA 324 Theatre for the Ear: Telling Stories Through Sound (Not offered 2001-2002)
(See full description online:
<http://www.williams.edu/Registrar/catalog/depts/thea/thea324.html>)

S. HAMILTON

THEA 326T The Moving Image and Performance Style (Same as ArtS 382T) (Not offered 2001-2002)
(See under Art—ArtS for full description.)

THEA 328(S) Approaching Performance Studies

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. Williams faculty who are advisory faculty for the Performance Studies Cluster (see page 252 of the course catalog) will give guest lectures. The course will culminate in the showing of students’ final projects.

Format: seminar. Students will be evaluated on the basis of presentations, short papers and critiques, and a final project.

Prerequisite: completion of a 200-level course in any of the performing or fine arts, membership in Kusika or the Williams College Dance Company, or permission of instructor. *No enrollment limit (expected: 20).*

Hour: 11:20-12:35 TR

BEAN

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

THEA 401(F) Advanced Project in Theatre

To complete the degree in theatre, majors are required to complete an independent project for their senior year, either in fall (THEA 401) or in the spring (THEA 402). In the fall of the junior year, students should propose several possible projects to the Department, which may or may not include a production component. Part of THEA 301 (The Junior Seminar) will be devoted to guiding senior project proposals. By the end of the fall semester in the junior year, final proposals should be submitted for consideration by the Department. Collaborative projects between two or more seniors are preferable. A collaborative project involving the entire class is also a possibility, and this should be discussed with the Chair of the Department early in the junior year. The schedule in the junior year for proposals for the senior theatre project is:

- 1) Initial, BRIEF proposals (several per student) submitted to the Department by October 17, 2001.
- 2) Proposals reviewed by the Department and returned to the students for revision by November 1.
- 3) Final proposals submitted by students to the Department by December 1.

Format: seminar/production.

Prerequisite: THEA 301. *Expected enrollment: 7-12. Limited to senior Theatre majors.*

Hour: 11:00-12:15 MWF

Lab: TBA

T. SHEPARD

THEA 491(F), 492(S) Senior Production

THEA W030 Senior Production

May be taken to augment work of 491 or 492, but not required.

THEA 493(F), 494(S) Senior Thesis

THEA W031 Senior Thesis

May be taken to augment work of 493, 494, but not required.

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, Professor KAREN E. SWANN

Advisory Committee: Professors: I. BELL, KUNZEL, SAWICKI*, SWANN. Associate Professors: S. BOLTON, CASE, ROUHI. Assistant Professors: BUELL**, CARTER-SANBORN, HICKS, L. JOHNSON. Lecturer: DIGGS. Affirmative Action Officer: MCINTIRE. Librarian: MENARD. Health Educator: DENELLI-HESS. COLLINGSWORTH (MCC).

A major in Women's and Gender Studies will be available to students declaring majors in the spring of 2003. All first year students or sophomores interested in majoring in Women's and Gender Studies should contact the chair of the Program. A five course concentration in Women's and Gender Studies is still available to all students graduating in 2002 and 2003. Forms for declaring a concentration are available in the Office of the Registrar.

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, etc., how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. The program in Women's and Gender Studies is therefore open to students majoring in a wide variety of disciplines who wish to focus in a coherent way on gender issues. The program is designed to introduce students to scholarship in Women's and Gender Studies, which has brought neglected material into established fields and raised important methodological questions about sex and gender that cross disciplinary boundaries and challenge established intellectual frameworks.

THE CONCENTRATION

To fulfill the requirements for a concentration in the Women's and Gender Studies Program, students will take five courses. Women's and Gender Studies 101, *Introduction to Women's and Gender Studies*, introduces students to major works in the development of modern feminist thought and to issues central to Women's and Gender Studies. Students are encouraged to take Women's and Gender Studies 101 in their first or second year. In addition, students elect three Women's and Gender Studies courses from at least two departments. Electives will vary according to the course offerings each year. Students may develop a student-initiated course as an elective. In order to confront the breadth of issues raised by Women's and Gender Studies as an interdisciplinary mode of inquiry, students are advised to distribute their choices as widely as possible. In their junior or senior year, after taking Women's and Gender Studies 101 and two electives, one of which may be taken concurrently, students are required to take a Women's and Gender Studies seminar, in which they will write a substantial essay or develop a project in an area of special interest. This seminar explores topics in Women's and Gender Studies. The topic varies from year-to-year. Under exceptional circumstances, the chair can allow an Independent Study to substitute for the seminar. Students may take more than one seminar, space permitting.

Students are urged to declare a concentration in the Women's and Gender Studies Program by the fall semester of their junior year. To do this, or to obtain further information about the program, contact the Women's and Gender Studies chair, Stetson D13, x2305.

Women's and Gender Studies

CONTRACT MAJOR IN WOMEN'S AND GENDER STUDIES

In consultation with the chair of Women's and Gender Studies, students may develop a contract major proposal in Women's or Gender Studies. Interested students should meet with the chair in the first semester of the sophomore year. Students proposing a contract major should take Women's and Gender Studies 101 and plan to take Women's and Gender Studies 402 in their junior or senior year. Contract major proposals must be approved by the Committee on Educational Policy.

THE DEGREE WITH HONORS IN WOMEN'S AND GENDER STUDIES

Honors in Women's and Gender Studies may be granted to concentrators or contract majors after an approved candidate completes a thesis (493-W031, W031-494) or honors project (491-W030, W030-492), delivers a public presentation of the work, and is awarded an honors grade by her/his advisor and one other reader from the Women's and Gender Studies Program.

The honors project may be one 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, theater, fiction). Proposals for non-thesis projects may 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 B+ from courses in two of the three academic divisions (humanities, social science, natural science);
- 3) on the first day of classes of the senior year, submission and approval by the faculty advisor of a 5- to 10-page prospectus for the project.

All honors work, including the public presentation will be graded by at least two faculty members—a third will be consulted if there is a significant discrepancy between the first two graders. Readers' grades will be averaged and honors will be awarded as follows: A+/A *Highest Honors*; A-/B+ *Honors*.

Courses

[] Courses not offered in 2001-2002 are listed in brackets.

* An asterisk indicates that the course meets the Peoples and Cultures distribution requirement.

Sequence Courses

Women's and Gender Studies 101 Introduction to Women's and Gender Studies
Women's and Gender Studies 402 Constructing Victorian Womanhood+

Elective Courses

Students will elect three Women's and Gender Studies courses from at least two different departments. See department listings for full descriptions. Note: Depending on the topic(s) of course papers and their ability and willingness to do supplemental reading, students can transform other courses into electives. Anyone who is interested in such an option must consult the program chair at the beginning of the semester in order to sign a course "contract."

American Studies/English 218 Introduction to U.S. Latina and Latino Writing*

[American Studies 320/History 376 Adolescence in America]

American Studies/English/Women's and Gender Studies 346 U. S. Women of Color: Public and Private Cultures*

[ArH/Classics 216 Body of Evidence: Greek Sculpture and the Human Figure]

ArH 246 Baroque Art: Images of Men and Women

ArH/INTR 321 Inventing Joan of Arc: The History of a Hero(ine) in Literature, Pictures, and Film

[ArH 449 The Meanings of Poses in Baroque Art]

ArtS 313T Art of the Public

[Chinese 243/Comparative Literature 217 Gender Issues in Traditional Chinese Literature*]

[Classics/ArH 216 Body of Evidence: Greek Sculpture and the Human Figure]

[Classics 239/History 322 Women in Greece and Rome]

[Classics/Religion 274 Women's Religious Experiences in the Ancient Mediterranean World]

[Comparative Literature 152 Adultery and the Fallen Woman]

Comparative Literature 213/English/Theatre 215 Femininity on Stage

[Comparative Literature/French 215 The Fashioning of Fashion: Theory and Practice]

[Comparative Literature/Chinese 243 Gender Issues in Traditional Chinese Literature*]

Comparative Literature 252 Modern Women Writers in the City

Economics/Women's and Gender Studies 211 Women in Development

Women's and Gender Studies

English/Theatre 215/Comparative Literature 213 Femininity on Stage
 English/American Studies 218 Introduction to U.S. Latina and Latino Writing*
 English/Women's and Gender Studies 219 Introduction to Literature by Women
 English 316 Art of Courtship
 English 330 The Brontes: The Making of Myths
 English/Women's and Gender Studies 341 American Genders, American Sexualities
 English/American Studies/Women's and Gender Studies 346 U. S. Women of Color: Public and Private Cultures*
 [English 371 Feminist Theory and the Representation of Women in Film]
 English 393 Good Girls, Bad Girls*
 [French/Comparative Literature 215 The Fashioning of Fashion: Theory and Practice]
 [French 204 The Female Prison: Convents and Brothels]
 [History 129 Religion, Race and Gender in the Age of the French Revolution*]
 History 301F Gender and History
 History/Women's and Gender Studies 308 Gender and Society in Modern Africa*
 [History 309/Religion 232 Women and Islam*]
 History 313 Women in Chinese History*
 [History 322/Classics 239 Women in Greece and Rome]
 [History 335 Class, Gender, and Race in Post-1945 Britain]
 [History 343 Gender and History in Latin America*]
 History 354 Gender and Community in Early America*
 [History 376 /American Studies 320 Adolescence in America]
 History 378/Women's and Gender Studies 344 The History of Sexuality in America
 [History 379 /Women's and Gender Studies 324 Women in the United States Since 1870]
 History/Women's and Gender Studies 383 Introduction to Black Women's History*
 History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households*
 History/Women's and Gender Studies 387 Community Building and Social Movements in Latino/a History*
 [History 394 Comparative Masculinities: Britain and the United States Since 1800]
 History 453 Salem Witchcraft
 INTR/ArH 321 Inventing Joan of Arc: The History of a Hero(ine) in Literature, Pictures, and Film
 Music/Women's and Gender Studies 132 Women in Music
 [Philosophy 327 Foucault: Gender, Power, and the Body]
 [Political Science 208 The Politics of Family Policy]
 Political Science 209 Poverty in America
 [Political Science/Women's and Gender Studies 336 Sex, Gender, and Political Theory]
 [Religion 232/History 309 Women and Islam*]
 [Religion/Classics 274 Women's Religious Experiences in the Ancient Mediterranean World]
 Religion 306/Women's and Gender Studies 282 Feminist Approaches to Religion
 Theater/English 215/Comparative Literature 213 Femininity on Stage
 Theatre 323 Theatre of Images
 Women's and Gender Studies/Music 132 Women in Music
 Women's and Gender Studies/Economics 211 Women in Development
 Women's and Gender Studies/English 219 Introduction to Literature by Women
 Women's and Gender Studies 282/Religion 306 Feminist Approaches to Religion]
 Women's and Gender Studies/History 308 Gender and Society in Modern Africa*
 [Women's and Gender Studies 324/History 379 Women in the United States Since 1870]
 [Women's and Gender Studies/Political Science 336 Sex, Gender, and Political Theory]
 Women's and Gender Studies/English 341 American Genders, American Sexualities
 Women's and Gender Studies 344/History 378 The History of Sexuality in America
 Women's and Gender Studies/American Studies/English 346 U. S. Women of Color: Public and Private Cultures*
 Women's and Gender Studies /History 383 Introduction to Black Women's History*
 Women's and Gender Studies/History 386 Latinas in the Global Economy: Work, Migration, Household
 Women's and Gender Studies/History 387 Community Building and Social Movements in Latino/a History*

CROSS-LISTED COURSES (INCLUDING SEQUENCE COURSES)

WGST 101(F) Introduction to Women's and Gender Studies

This team-taught lecture and 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

Women's and Gender Studies

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, and motherhood.

Requirements: two 5- to 6-page essays, class presentations, and an 8- to 10-page final essay on activism.

No prerequisites. Required course for the Women's and Gender Studies Program. *Enrollment limit: 20.*

Hour: 1:10-2:25 MR

I. BELL, SWANN

WGST 132(S) Women in Music (Same as Music 132)

(See under Music for full description.)

WGST 211(F) Women in Development (Same as Economics 211)

(See under Economics for full description.)

WGST 219(S) Literature by Women (Same as English 219)

(See under English for full description.)

WGST 282(S) Feminist Approaches to Religion (Same as Religion 306)

(See under Religion for full description.)

WGST 306(S) Practicing Feminism: A Study of Political Activism (Same as Political Science 306)

(See under Political Science for full description.)

WGST 308(S) Gender and Society in Modern Africa (Same as History 308)*

(See under History for full description.)

WGST 324 Women in the United States Since 1870 (Same as History 379) (*Not offered 2001-2002*)

(See under History for full description.)

WGST 336 Sex, Gender, and Political Theory (Same as Political Science 336) (*Not offered 2001-2002; to be offered 2002-2003*)

(See under Political Science for full description.)

WGST 341(S) American Genders, American Sexualities (Same as English 341)

(See under English for full description.)

WGST 344(S) The History of Sexuality in America (Same as History 378)

(See under History for full description.)

WGST 346(F) U.S. Women of Color: Public and Private Cultures (Same as American Studies 346 and English 346)*

(See under English for full description.)

WGST 383(F) Introduction to Black Women's History (Same as History 383)*

(See under History for full description.)

WGST 386(F) Latinas in the Global Economy: Work, Migration, and Households (Same as History 386)*

(See under History for full description.)

WGST 387(S) Community Building and Social Movements in Latino/a History (Same as History 387)*

(See under History for full description.)

WGST 402(S) Constructing Womanhood in Victorian Britain

This course is designed to enable advanced Women's Studies students to engage in common research on interdisciplinary topics. Our popular image of Victorian womanhood is of a role that is uniform and highly restrictive. In fact, though, "the woman question" in various forms and incarnations was a hotly contested issue throughout the period, in art, literature, politics, religion and other public discourses, with women taking active and public part in the contestation to an unprecedented degree. This period also saw the emergence and/or public legitimation of a number of scientific and social science disciplines—evolutionary biology, comparative anthropology, sociology, psychology, physiology, and more—most of which turned their attention at some point or another to the vital question of women's essential identity and proper role in society. All of these discourses were of

Women's and Gender Studies, Critical Reasoning and Analytical Skills Courses

course also heavily inflected by issues of race and class. Our goal will be to gain a multifaceted picture of the process of constructing and reconstructing womanhood in this period, with the particular avenues of inquiry to be determined by student interests.

Format: seminar. Requirements: weekly reading and occasional short papers and one substantial research paper (15-20 pages) or final project. Students will present work-in-progress and be asked to read and discuss one another's work.

Prerequisites: Women's and Gender Studies 101 and two electives (one of which may be taken in the term in which the seminar is held.) *Enrollment limit: 20. Preference given to seniors.*

Hour: 1:10-3:50 W

CASE

WGST 491(F)-W030, W030-492(S) Honors Project

WGST 493(F)-W031, W031-494(S) Senior Thesis

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

CRITICAL REASONING AND ANALYTICAL SKILLS (CRAAS) COURSES

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—those with a tilde symbol (~) following the course title—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 2001-2002:

American Studies 213(F) American Jewish History: From New Amsterdam to Williams College

(Same as History 374 and Religion 209)~

American Studies 225(S) Religion and Popular Culture in America (Same as Religion 225 and

Sociology 225)~

American Studies 381(S) Old New Technologies (Same as ArtS 381)~

Sociology 225(S) Religion and Popular Culture in America (Same as Religion 225 and American Studies 225)~

ArtS 255(F) Photographic Time and Space~

ArtS 381(S) Old New Technologies (Same as American Studies 381)~

English 113(F) "Literary" Reading+~

English 142(S) Radio, Radio+~

FRS 101(F) "Literary" Reading+~

History 374(F) American Jewish History: From New Amsterdam to Williams College (Same as American Studies 213 and Religion 209)~

Mathematics 180(S) The Art of Mathematical Thinking: An Introduction to the Beauty and

Power of Mathematical Ideas~

Music 231(S) Nothing But the Blues*~

Philosophy 208(F) The Philosophy of Education: Moral Autobiography+~

Political Science 300(F) Research Design and Methods~

Psychology 344(F) Advanced Research in Social Psychology~

Psychology 362(F) Psychoneuroimmunology~

Religion 209(F) American Jewish History: From New Amsterdam to Williams College (Same as History 374 and American Studies 213)~

Religion 225(S) Religion and Popular Culture in America (Same as Sociology 225 and American Studies 225)~

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 2001-2002:

AMES 402(F) African Political Thought (Same as History 402)*
 American Studies 135(F) African-American Literary Lives (Same as English 135)+*
 American Studies 211(S) Topics in African-American Performance: Theatre, Film, and Dance of the Harlem Renaissance (Same as Theatre 211)*
 American Studies 218(S) Introduction to U.S. Latina and Latino Literature (Same as English 218)*
 American Studies 220(F,S) Introduction to African-American Writing (Same as English 220)*
 American Studies 221(F) Asian American Literature and Culture (Same as English 221)*
 American Studies 246(S) Cultural Encounters in the American West (Same as History 368)*
 American Studies 339(S) Postcoloniality and Empire in U. S. Literature and Culture (Same as English 339)*
 American Studies 345(F) The Black Arts (Same as English 345)*
 American Studies 346(F) U.S. Women of Color: Public and Private Cultures (Same as English 346 and Women's and Gender Studies 346)*
 American Studies 403(F) Notions of Race and Ethnicity in American Culture (Same as History 469)*
 Anthropology 101(F,S) The Scope of Anthropology*
 Anthropology 103(S) Pyramids, Bones, and Sherds: What is Archaeology?*
 Anthropology 214(F) (*formerly ANSO 214*) The Rise and Fall of Civilizations (Same as Environmental Studies 224)*
 Anthropology 219(S) The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba (Same as Arth 209)*
 Anthropology 328T(S) (*formerly ANSO 328*) Emotions and the Self*+
 Anthropology 342(F) Dispute and Conflict, Settlement and Resolution: The Anthropology of Law*
 Anthropology 346(S) The Afghan Jihad and Its Legacy (Same as EXPR 346)*
 Anthropology 364(S) Ritual, Politics, and Performance*
 Arth 172(S) Introduction to Asian Art: From the Land of the Buddha to the World of the Geisha*
 Arth 200(F) Art of Mesoamerica*
 Arth 209(S) The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba (Same as Anthropology 219)*
 Arth 270(F) Japanese Art and Culture*
 Arth 274(S) Chinese Calligraphy: Theory and Practice*
 Arth 278(S) The Golden Road to Samarkand*
 Arth 470(F) American Orientalism*
 Arth 573(F) Images and Anti-images: Zen Art in China and Japan*
 Asian Studies 201(F) Asia and the World (Same as Political Science 100)*
 Asian Studies 303(S) The Vietnam War (Same as Political Science 362)*
 Asian Studies 493(F)-W031-494(S) Senior Thesis*
 Asian Studies 497(F), 498(S) Independent Study*
 Chinese 101(F)-W088-102(S) Basic Chinese*
 Chinese 131(S) Basic Cantonese*
 Chinese 201(F), 202(S) Intermediate Chinese*
 Chinese 244(S) Writer and Society in Twentieth-Century China (Same as Comparative Literature 218)*
 Chinese 275(F) China's Greatest Novel (Same as Comparative Literature 275)*
 Chinese 301(F), 302(S) Upper-Intermediate Chinese*
 Chinese 401(F), 402(S) Advanced Chinese*
 Chinese 431(F) Introduction to Chinese Linguistics (Same as Linguistics 431)*

Peoples and Cultures Courses

Chinese 493(F)-W031-494(S) Senior Thesis*
 Chinese 497(F), 498(S) Independent Study*
 Japanese 101(F)-W088-102(S) First-Year Japanese*
 Japanese 201(F), 202(S) Second-Year Japanese*
 Japanese 271(S) Transitional Japanese Literature Into the Twentieth Century (Same as Comparative Literature 271)*
 Japanese 301(F), 302(S) Third-Year Japanese*
 Japanese 401(F), 402(S) Fourth-Year Japanese*
 Japanese 493(F)-W031-494(S) Senior Thesis*
 Japanese 497(F), 498(S) Independent Study*
 Biology 134(F) The Tropics: Biology and Social Issues (Same as Environmental Studies 134)*
 Comparative Literature 218(S) Writer and Society in Twentieth-Century China (Same as Chinese 244)*
 Comparative Literature 271(S) Transitional Japanese Literature Into the Twentieth Century (Same as Japanese 271)*
 Comparative Literature 275(F) China's Greatest Novel (Same as Chinese 275)*
 CRAB 201(F)-202(S) Arabic*
 CRHE 201(F)-202(S) Hebrew* (*This course is part of the Jewish Studies cluster.*)
 CRHI 201(F)-202(S) Hindi*
 CRKO 201(F)-202(S) Korean*
 CRSW 201(F)-202(S) Swahili*
 Economics 204(F) Economic Development in Poor Countries (Same as Environmental Studies 234)*
 Economics 207(S) China's Economic Transformation Since 1980*
 Economics 220(S) American Economic History*
 Economics 240T(S) Colonialism and Underdevelopment in South Asia*
 Economics 387(S) Economic Transition in East Asia (Same as Economics 517)*
 Economics 501(F) Development Economics I*
 Economics 502(S) Development Economics II*
 Economics 517(S) Economic Transition in East Asia (Same as Economics 387)*
 English 135(F) African-American Literary Lives (Same as American Studies 135)+*
 English 218(S) Introduction to U.S. Latina and Latino Literature (Same as American Studies 218)*
 English 220(F,S) Introduction to African-American Writing (Same as American Studies 220)*
 English 221(F) Asian American Literature and Culture (Same as American Studies 221)*
 English 339(S) Postcoloniality and Empire in U. S. Literature and Culture (Same as American Studies 339)*
 English 345(F) The Black Arts (Same as American Studies 345)*
 English 346(F) U.S. Women of Color: Public and Private Cultures (Same as American Studies 346 and Women's and Gender Studies 346)*
 English 393(F) Good Girls, Bad Girls*
 Environmental Studies 134(F) The Tropics: Biology and Social Issues (Same as Biology 134)*
 Environmental Studies 224(F) The Rise and Fall of Civilizations (Same as Anthropology 214)*
 Environmental Studies 234(F) Economic Development in Poor Countries (Same as Economics 204)*
 FRS 102(F) The Mao Cult*
 FRS 102(F) The Mao Cult*
 History 164(S) (*formerly 104*) Slavery in the American South*
 History 203(F) Sub-Saharan Africa Since 1800*
 History 213(S) (*formerly 284*) Modern China, 1850-Present: Continuity and Change*
 History 215(F) Premodern Japan*
 History 281(F) (*formerly 261*) African-American History Through Emancipation*
 History 282(S) (*formerly 262*) African-American History From Reconstruction to the Present*
 History 286(F) Latino/a History From 1846 to the Present*
 History 304(S) South Africa and Apartheid*
 History 308(S) Gender and Society in Modern Africa (Same as Women's and Gender Studies 308)*
 History 313(F) (*formerly 345*) Women in Chinese History*
 History 315(F) The "Christian Century" of Japan (1549-1639)*
 History 316(S) Urban Culture in Early Modern Japan*
 History 354(S) (*formerly 321*) Gender and Community in Early America*
 History 364(F) (*formerly 311*) History of the Old South*
 History 368(S) (*formerly 246*) Cultural Encounters in the American West (Same as American Studies 246)*
 History 380(F) (*formerly 227*) Comparative American Immigration History*

Peoples and Cultures Courses, Related Course Listings

- History 383(F) Introduction to Black Women's History (Same as Women's and Gender Studies 383)*
 History 385(S) (*formerly 332*) Contemporary Issues in Recent Asian-American History, 1965-Present*
 History 386(F) Latinas in the Global Economy: Work, Migration, and Households (Same as Women's and Gender Studies 386)*
 History 387(S) Community Building and Social Movements in Latino/a History (Same as Women's and Gender Studies 387)*
 History 402(F) African Political Thought (Same as AMES 402)*
 History 415(S) European Intrusions Into Asia, 1498-1641*
 History 467(F) Black Urban Life and Culture*
 History 469(F) Notions of Race and Ethnicity in American Culture (Same as American Studies 403)*
 History 471(S) Comparative Latino/a Migrations*
 EXPR 346(S) The Afghan Jihad and Its Legacy (Same as Anthropology 346)*
 Linguistics 431(F) Introduction to Chinese Linguistics (Same as Chinese 431)*
 Music 130(S) History of Jazz*+
 Music 209(F) Music in History III: Musics of the Twentieth Century*
 Music 231(S) Nothing But the Blues*~
 Political Science 100(F) (*Section 01*) Asia and the World (Same as Asian Studies 201)*
 Political Science 204(S) (*formerly 140*) Introduction to Comparative Politics: Dodging the Apocalypse in South Africa*
 Political Science 213(S) Theory and Practice of Civil Rights Protest*+
 Political Science 222(S) The United States and Latin America*
 Political Science 246(S) Mexican Politics*
 Political Science 265(S) The International Politics of East Asia*
 Political Science 269(F) Conflict and Conflict Resolution in the Middle East*
 Political Science 312(F) Southern Politics*
 Political Science 318(F) The Voting Rights Act and the Voting Rights Movement*
 Political Science 349T(F) Cuba and the United States*+
 Political Science 362(S) The Vietnam War (Same as Asian Studies 303)*
 Religion 242(S) Buddhism: Concepts and Practices*
 Religion 304(F) From Hermeneutics to Post-Coloniality*
 Spanish 112(S) Latin-American Civilizations*
 Spanish 203(F) Major Latin-American Authors: 1880 to the Present*+
 Spanish 402(S) Studies in Modern Latin-American Literature*+
 Theatre 211(S) Topics in African-American Performance: Theatre, Film, and Dance of the Harlem Renaissance (Same as American Studies 211)*
 Women's and Gender Studies 308(S) Gender and Society in Modern Africa (Same as History 308)*
 Women's and Gender Studies 346(F) U.S. Women of Color: Public and Private Cultures (Same as American Studies 346 and English 346)*
 Women's and Gender Studies 383(F) Introduction to Black Women's History (Same as History 383)*
 Women's and Gender Studies 386(F) Latinas in the Global Economy: Work, Migration, and Households (Same as History 386)*
 Women's and Gender Studies 387(S) Community Building and Social Movements in Latino/a History (Same as History 387)*

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).

- Classics/History 222 Greek History
 Classics 239/History 332 Women in Greece and Rome

Related Course Listings, Writing-Intensive Courses

English/Women's and Gender Studies 341 American Genders, American Sexualities
Greek 403 Greek Lyric Poetry
History 335 Class, Gender, and Race in Post-1945 Britain
History 378/Women's and Gender Studies 344 History of Sexuality in America
History 379 /Women's and Gender Studies 324 Women in the United States Since 1870
History 394 Comparative Masculinities: Britain and the United States Since 1800
History 477 History and the Body
Philosophy 327 Foucault: Gender, Power, and the Body
Religion 232/History 309 Women and Islam
Sociology 210 The Construction of Social Problems (Deleted 2001-2002)
Theatre 101 Introduction to Theatre
Women's and Gender Studies 101 Introduction to Women's and Gender Studies
Women's and Gender Studies 402 Constructing Womanhood in Victorian Britain

Medieval Studies

Classics 101/Comparative Literature 107 Greek Literature
Classics 103/Comparative Literature 223/Theatre 311 Greek and Roman Drama: Renewal and Transformation
Classics/ArtH 213 Greek Art and Myth
Classics/History 222 Greek History
Classics/History 223 Roman History
English 304/Comparative Literature 317 Dante
English 305 Chaucer
Mathematics 381 History of Mathematics
Political Science/Philosophy 231 Ancient Political Thought
Religion/Classics 203 Introduction to Judaism
Religion 211 Paul and the Beginnings of Christianity

Political and Economic Philosophy

Economics 354 Perspectives on Economic Theory (Deleted 2001-2002)
Philosophy 101 Introduction to Moral and Political Philosophy
Political Economy/Economics 301/Political Science 333 Analytical Views of Political Economy
Political Science 203 Justice: Introduction to Political Theory
Political Science 204 Introduction to Comparative Politics: Dodging the Apocalypse in South Africa
Political Science/Philosophy 231 Ancient Political Thought
Sociology 101 Invitation to Sociology

International and Global Studies

Anthropology 101 The Scope of Anthropology
Anthropology/Environmental Studies 209 Human Ecology
Anthropology 342 Dispute and Conflict, Settlement and Resolution: The Anthropology of Law
Economics 204/Environmental Studies 234 Economic Development in Poor Countries
Economics 215 The World Economy
Environmental Studies 101 Humans in the Landscape
Environmental Studies/Biology 203 Ecology
History 472 Slavery, Capitalism, and Revolution: The Impact of the New World on Europe, 1700-1900
History 475 Modern Warfare and Military Leadership
History of Science/Science and Technology Studies 101 Science, Technology, and Human Values
History of Science 216 Gender, Science, and Technology (Deleted 2001-2002)
History of Science 305/History 292 Technology and Culture
Music 125 Music Cultures of the World
Political Science 202 World Politics: An Introduction to International Relations
Political Science 204 Introduction to Comparative Politics: Dodging the Apocalypse in South Africa
Religion 101 Introduction to Religion
Religion 234/History 409 Religion and Revolution in Iran
Sociology 101 Invitation to Sociology
Sociology 203 Social Inequality (Deleted 2001-2002)
Sociology 387 Propaganda

WRITING-INTENSIVE COURSES

Courses designated as "writing-intensive"—those with a plus symbol (+) following the course title—stress the process of learning to write effectively. Such courses include a substantial amount of writing (cumulatively, at least 20 pages), usually divided into several discrete assignments. Normally, one or more of these assignments are returned to students for revision and resubmission. Instructors pay close attention to matters of punctuation, grammar, style, and the construction of

Writing-Intensive Courses

arguments when assigning grades to written assignments, and these issues are further pursued in class discussions and individual meetings. Writing-intensive courses offered in 2001-2002:

American Studies 111(F) Television Culture (Same as English 111)+
 American Studies 135(F) African-American Literary Lives (Same as English 135)+*
 Anthropology 328T(S) (*formerly ANSO 328*) Emotions and the Self*+
 Biology 402T(S) Current Topics in Ecology (Same as Environmental Studies 404T)+
 Comparative Literature 111(F) (*formerly LIT 202*) The Nature of Narrative (Same as English 120)+
 Comparative Literature 112(S) Modernity and Madness (Same as English 141)+
 Comparative Literature 211(F) Voyages of Discovery (Same as English 223)+
 Comparative Literature 212(S) Wonder (Same as English 232)+
 Comparative Literature 240(S) Introduction to Literary Theory (Same as English 230)+
 Comparative Literature 303(S) Cervantes' *Don Quixote* (Same as English 306 and Spanish 303)+
 Economics 362(S) Global Competitive Strategies+
 Economics 401(F) Senior Seminar+
 English 105(F) Poetry and Magic+
 English 111(F) Television Culture (Same as American Studies 111)+
 English 113(F) "Literary" Reading+~
 English 120(F) (*formerly 203*) The Nature of Narrative (Same as Comparative Literature 111)+
 English 126(F) Stupidity and Intelligence+
 English 134(F) New American Fiction+
 English 135(F) African-American Literary Lives (Same as American Studies 135)+*
 English 140(S) Writing the Environment+
 English 141(S) Modernity and Madness (Same as Comparative Literature 112)+
 English 142(S) Radio, Radio+~
 English 150(F) Expository Writing+
 English 150(S) Expository Writing+
 English 205(F) The Art of Poetry+
 English 222(F) Studies in the Lyric+
 English 223(F) Voyages of Discovery (Same as Comparative Literature 211)+
 English 225(S) Romanticism and Modernism+
 English 228(F) Augustan and Modernist Satire+
 English 230(S) Introduction to Literary Theory (Same as Comparative Literature 240)+
 English 232(S) Wonder (Same as Comparative Literature 212)+
 English 306(S) Cervantes' *Don Quixote* (Same as Comparative Literature 303 and Spanish 303)+
 English 319T(S) Shakespeare in Love (Same as Theatre 319T)+
 English 323T(S) A Novel Education+
 English 383T(F) Tutorial in Memoir+
 Environmental Studies 404T(S) Current Topics in Ecology (Same as Biology 402T)+
 FRS 101(F) "Literary" Reading+~
 Geosciences 105(F) Geology Outdoors+
 Geosciences 302(S) Sedimentation+
 History 140(S) *Fin-de Siecle* Russia: Cultural Splendor, Imperial Decay+
 History 480T(S) (*formerly 370T*) Western Political Thought in Transition+
 History 487T(F) (*formerly 374T*) The Second World War: Origins, Course, Outcomes, and Meaning+
 Music 116(S) Music in Modernism+
 Music 130(S) History of Jazz*+
 Philosophy 101(F,S) Introduction to Moral and Political Philosophy+
 Philosophy 102(F,S) Introduction to Metaphysics and Epistemology+
 Philosophy 201(S) Continental Philosophy: From Hegel to Poststructuralism+
 Philosophy 208(F) The Philosophy of Education: Moral Autobiography+~
 Physics 405T(F) Electromagnetic Theory+
 Political Science 101(F) (*Section 04*) Activism+
 Political Science 213(S) Theory and Practice of Civil Rights Protest*+
 Political Science 349T(F) Cuba and the United States*+
 Psychology 316T(S) Clinical Neuroscience+
 Spanish 105(F) Advanced Composition and Conversation+
 Spanish 106(S) Advanced Composition and Conversation+
 Spanish 203(F) Major Latin-American Authors: 1880 to the Present*+
 Spanish 303(S) Cervantes' *Don Quixote* (Same as English 306 and Comparative Literature 303)+
 Spanish 402(S) Studies in Modern Latin-American Literature*+
 Theatre 319T(S) Shakespeare in Love (Same as English 319T)+

WILLIAMS OFF-CAMPUS PROGRAMS

WILLIAMS-MYSTIC MARITIME STUDIES PROGRAM

Director, JAMES T. CARLTON

Faculty: SUSAN F. BEEGEL (University of Idaho), MARY K. BERCAW EDWARDS (Connecticut College), JAMES T. CARLTON (Williams College), GLENN S. GORDINIER (Mystic Seaport), JAMES H. MCKENNA (Williams College), DENNIS W. NIXON (University of Rhode Island), JENNIFER SPEELMAN (Mystic Seaport), CYNTHIA SUCHMAN (Mystic Seaport).

Williams College sponsors a one-semester interdisciplinary program which includes credit for one winter study in American Maritime Studies in cooperation with Mystic Seaport Museum. Courses are taught as part of the College's off-campus program in Mystic, Connecticut. Students apply for either the fall or the spring semester and take four of five courses offered. Students also take part in a noncredit maritime skills class of their choice, choosing from celestial navigation, sailing, music of the sea, ship smithing, and the outdoor demonstration squad. Students live in cooperative houses at Mystic Seaport and participate in field seminars to the Pacific Coast and Nantucket Island as well as an 11-day offshore trip as part of their coursework. Interested students may obtain further information and an application through the Dean's Office. An open house is held annually in November. A personal interview is required. Admission is competitive. Students must meet Williams College and Williams-Mystic application deadlines.

AMS 201(F,S) America and the Sea, 1600-Present (Same as History 352)

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.

Requirements: an hour test, a research paper, and a final exam.

Hour: TBA

GORDINIER and SPEELMAN

AMS 211(F,S) Oceanographic Processes (Same as Geosciences 210)

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: lectures and laboratories, including coastal and near-shore field trips, 11 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.

Hour: TBA

TBA

First Semester: SUCHMAN
Second Semester: MCKENNA

AMS 231T(F,S) Literature of the Sea (Same as English 231T)

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, and Conrad. This course is taught in small group tutorials with occasional larger classes and lectures.

Requirements: regular papers, class discussions, and a final exam.

Hour: TBA

TBA

First Semester: BERCAW EDWARDS
Second Semester: BEEGEL

AMS 311(F,S) Marine Ecology (Same as Biology 231)

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: lectures and laboratories, including coastal and near-shore field trips, 11 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 and 102 or equivalent or permission of instructor.

Hour: TBA

CARLTON

Williams-Mystic Program, Williams-Oxford Programme

AMS 351(F,S) Marine Policy (Same as Environmental Studies 351)

This seminar takes a topical approach to the study of marine law and policy. Studies include fisheries, harbor development, coastal zone management, admiralty law, law of the sea, marine pollution and shipping.

Guest lecturers, discussions, and field trips.

Requirements: a midterm, a major research paper, a presentation, and a final.

Hour: TBA

NIXON

WILLIAMS-OXFORD PROGRAMME

Director, Professor CHRISTOPHER M. WATERS

THE PROGRAMME

Williams College offers a year-long programme of studies at Oxford University in co-operation with Exeter College, Oxford. Based at Ephraim Williams House in North Oxford, the Programme is designed to integrate students into the intellectual and social life of one of the world's greatest universities. It uses the Oxford tutorial system and follows the Oxford three-term calendar. The resident director administers Ephraim Williams House, oversees the academic programme, and serves as both academic and personal advisor to the students.

Students in the Oxford Programme enroll for the full academic year, which consists of the Michaelmas, Hilary, and Trinity terms. These are each eight weeks long (running from early October to early December, mid-January to mid-March, late April to mid-June), and there are two intervening six-week vacations during which students may be expected to continue reading as preparation for upcoming tutorials.

Over the course of the three terms, students normally take four full tutorials and one half tutorial, although some choose to substitute a fifth full tutorial for the half tutorial.

THE CURRICULUM

In addition to extensive opportunities to pursue British and Commonwealth studies, the Programme offers instruction in other fields for which Oxford is particularly noted or which are represented only marginally or infrequently in the Williams curriculum. Special provision is made for accommodating student interests or curricular needs that extend beyond the fields of study listed below. No disciplinary or departmental interest, therefore, is necessarily excluded. Instruction is by tutorial, often supplemented by attending a programme of lectures or seminars from among the rich array sponsored by the University each term.

In summary, all students enrolled in the Oxford Programme are required to complete four full tutorials and one half tutorial

TUTORIALS

Students elect four full tutorials and one half tutorial, and sometimes, five full tutorials, during the academic year. A full tutorial consists of eight tutorial sessions, and a half tutorial of four tutorial sessions. These are weekly meetings of one or two students with an Oxford tutor at which the student presents an essay on an assigned topic with discussion focusing on that topic. Eight essays in all will be written for each full tutorial subject and four for each half-tutorial subject. At the start of the term tutors will assign a list of readings, which students will be expected to complete on their own during term time and the vacation. Students may be encouraged to follow a pertinent lecture course offered by the University in the general area of the tutorial subject.

WIOX 211 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. Field trips to London and Blenheim in addition to inspection of important sites in Oxford.

WIOX 215 Biology: Plant and Microbial Biology

The biological diversity of plants and micro-organisms, including aspects of their ecology and evolution, structural and functional characteristics, life histories, reproduction, taxonomy and systematics, physiology and biochemistry, genetics and molecular biology, biotechnology. Also the importance of interactions between plants and microorganisms.

WIOX 216 Biology: Evolution and Systematics

Evolution as the central theme of biology. Methods and data of phylogeny reconstruction. Biogeography. Macro-evolutionary change; origin of the major groups, extinction, punctuated equilibrium. Adaptation. Comparative Method. Natural selection. Units of selection. Molecular evolution. Evolution of sex. The modern synthesis.

WIOX 221 Economics: British Economic History Since 1870

Trends and cycles in national income, factor supplies, and productivity; changes in the structure of output, employment and capital; management and entrepreneurship; the location of industries, industrial concentration, and the growth of large firms prices; interest rates, money, and public finance; wages, unemployment, trade unions, and the working of the labor market, the distribution of incomes, poverty, and living standards; foreign trade, tariffs, international capital movements, and sterling; Government economic policy in peace and war.

WIOX 222 Economics: International Economics

Theories of international trade and factor movement, positive and normative, 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; policies for attaining internal and external balance. Behavior of floating exchange rates; theory and evidence. Optimum Currency Areas and Exchange Rate Regimes. International Policy Co-ordination and the International Monetary System.

WIOX 223 Economics: Command and Transitional Economies

The traditional command economy, attempts to reform it in the direction of market socialism, and transition to a market economy. The subject is studied mainly in relation to the former Soviet Union and Eastern Europe, but may also refer to other communist countries including China.

WIOX 224 Economics: Economics of Developing Countries

Theories of growth and development. Poverty and income distribution. Human resources. Labor markets and employment. Industrialization and technology. Agriculture and rural development. Monetary and fiscal issues, inflation. Foreign trade and payments. Foreign and domestic capital; economic aid. The role of government in development; the operation of markets.

WIOX 230 English: The History, Use and Theory of the English Language

History, use and theory of the English Language in the period from Chaucer to the present day, with special reference to literary language. Topics in linguistic history and theory (such as vocabulary, syntax and morphology, social and geographical aspects of the use of English) as well as 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).

WIOX 231 English: English Literature From 1509-1642

WIOX 232 English: English Literature From 1642-1740

WIOX 233 English: English Literature From 1740-1832

WIOX 234 English: English Literature From 1832-1900

WIOX 235 English: Special Authors

Students pick one of these sets and may concentrate on one or two authors.

- a) The Beowulf Poet, Alfred or Aelfric
- b) Chaucer, Margery Kempe, or The Yorke Cycle
- c) Donne, Milton, or Marlowe
- d) Pope, Defoe, or Behn
- e) Wordsworth, Austen, or Johnson
- f) R. Browning, G. Eliot or Wilde
- g) Yeats, Woolf or Beckett
- h) Plath, Rushdie or Pinter

WIOX 236 The English Novel

Students may study novelists generally from the eighteenth through the twentieth centuries or may, if they wish, confine themselves to eighteenth, nineteenth, and/or twentieth-century novelists; within the period(s) chosen. Students may also concentrate on a detailed study of one or two of the novelists, for example: Richardson, Fielding, George Eliot, Dickens, Henry James, James Joyce, or Virginia Woolf.

WIOX 237 English: Drama

Concentration in one of:

- a) 1400-1640 excluding Shakespeare
- b) Shakespeare
- c) 1640-1890
- d) 1890 to the present age

WIOX 245 Geography: The Geographical Environment: Physical

The nature of the major physical environments; their internal interrelationships and their significance to humans, plants, and animals; processes of environmental change with particular reference to those that directly affect humans; humans as agents of change in the physical environment.

WIOX 246 Geography: The Geographical Environment: Human

The philosophical, technical, and social basis of approaches to and use of the environment; the history, economics, and politics of environmental exploitations and conservation in the major physical regions of the world; the definition of space and territories and the principles of spatial organization in different societies; geographical variations in patterns of resource use, human activity, population growth, and well-being, and their expression in the cultural landscape; the processes of international interdependence.

WIOX 251 History: History of the British Isles 1330-1550

For England, Scotland, Ireland and Wales this was a period of dramatic conflict and change which presents many fascinating paradoxes in economic, social, political, intellectual, religious, and cultural life. This tutorial explores the interaction of these historical dimensions as well as the interaction of the different societies within the British Isles.

WIOX 252 History: History of the British Isles: 1500-1700

The formation of the British state, the shifting power of the English monarchy, the crisis of Parliament and civil war, and the drama of the Reformation are the unifying narrative topics of this tutorial, but wider structural questions of economic and social change, of ideological and cultural development are also addressed.

WIOX 253 History: History of the British Isles: 1685-1830

The creation of the British state, the diffusion of a 'British' identity to add to existing English, Welsh, Scottish and Irish identities, and the rise of the 'British Empire' and the strains, tensions, and conflicts associated with these major developments are addressed in this tutorial.

WIOX 255 History: India, 1916-1934: Indigenous Politics and Imperial Control

A detailed examination of the Civil Disobedience Movement, the Congress Party, and the work of Mahatma Gandhi.

WIOX 261 Philosophy: The History of Philosophy From Descartes to Kant

In this course, the works of some of the major philosophers in this period will be studied, such as Descartes, Locke, Berkeley, Hume, Leibniz, Spinoza, and Kant.

WIOX 262 Philosophy: Ethics

Topics to be studied include ethical concepts (obligation, goodness, virtue); objectivity and the explanation of value beliefs; moral psychology; freedom and responsibility; consequentialism and deontology; self-interest, prudence and amorism; rights, justice and equality; Kant; happiness, welfare and a life worth living.

WIOX 263 Philosophy: Philosophy of Mind

Topics to be studied include 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, the explanation of action, subconscious and unconscious mental processes.

WIOX 264 Philosophy: Philosophy of Science and Social Sciences

Topics such as:

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; prediction and explanation in economics; the explanation of social action; historical explanation, ideology.

WIOX 265 Philosophy: Philosophy of Logic and Language

Topics to be studied include meaning, truth, logical form, necessity, existence, entailment, proper and general names, pronouns, definite descriptions, intentional contexts, adjectives and nominalization, adverbs, metaphor, and pragmatics.

WIOX 266 Philosophy: Knowledge and Reality

Topics to be studied may include: knowledge and justification; perception; memory; induction; other minds; a priori knowledge; necessity and possibility; reference; truth; facts and propositions; definition; existence; identity, including personal identity; substances, change, events; properties; causation; space; time; essence; natural kinds; realism and idealism; primary and secondary qualities.

WIOX 267 Philosophy: Philosophical Authorities

Students pick one of these authorities or movements:

- a) Plato
- b) Aristotle
- c) the Rationalists
- d) the Empiricists
- e) Kant
- f) Wittgenstein

WIOX 268 Philosophy of Religion

The subject will include 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; and the philosophical problems raised by the existence of different religions.

WIOX 269 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.

WIOX 271 Political Science: Modern British Government and Politics

A study of the structure, powers, and operations of modern British Government, including its interaction with the European community; the Crown, Ministers, Parliament, elections, parties and pressure groups, the legislative process; Government departments, agencies, and regulatory bodies; local authorities; administrative jurisdiction and the Courts.

WIOX 272 Political Science: Soviet and Post-Soviet Government and Politics

The subject comprises the theory and practice of Communist rule in the former Soviet Union and the transition to a post-Communist society. Attention is devoted to Communist Party and governmental institutions (especially between 1953 and 1991) and to the attempts to construct new political institutions in the process of systemic transformation. Specific attention will be devoted to ideology and political culture, political leadership, political participation and the development of representative institutions, and the national question.

WIOX 273 Political Science: Classical Political Thought

A critical study of political theorists whose ideas are still influential, including Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, and Hume. Topics studied may include: theories of political stability and civic virtue; the relationship between the personal and the political; utopian political thought; theories of natural law.

WIOX 274 Political Science: Foundations of Modern Social and Political Thought

The critical study of modern social and political theorists, including Bentham, J.S. Mill, Hegel, Saint-Simon, Tocqueville, Marx, Weber and Durkheim. Topics studied may include: state, society, and the family; individual and community; history and social change; science and religion.

WIOX 275 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, dominance and dependence, regional integration, and international institutions.

WIOX 281 Psychology: Developmental Psychology

Psychological development in humans: the biological and physiological, environmental and heredity influences which affect development; evidence from comparative studies. The neonate, the infant, the pre-school child, school children: changes during adolescence; adulthood and further changes of aging. Sex differences. Developmental aspects of perceptual and cognitive processes: behavioral repertoire including exploration and play, language, motor skills and social skills, learning, training, and socialization; the development of intelligence and personality; developmental disorders and handicaps; computational models of development. Observational, experimental, and psychometric methods; theoretical issues in developmental studies, including their mathematical treatment.

WIOX 282 Psychology: Social Psychology

The biological and cultural background to social behavior: comparison of animal and human social behavior, cultural differences in behavior and attitudes. Verbal and non-verbal communication; conversation, self-presentation, and other aspects of social interactions; social influence, persuasion, and leadership; group performance and group decision-making; behavior in organizations;

Williams-Oxford Programme

intergroup relations. Social relationships, exchange processes, interpersonal attraction, aggression, helping and cooperation. Cognitive social psychology; perception, inference, attribution, and explanation; social representations, attitudes and beliefs.

WIOX 290 Specially Arranged Subjects

Specially arranged tutorial work in some subject area other than those covered by 211-282, or in some non-listed subfield of the areas covered (e.g. ancient or oriental languages and literatures, biblical studies, chemistry, applied mathematics, nineteenth- and twentieth-century English history, physics, psychology, social anthropology, theology). For a full description of subjects offered regularly at Oxford University students should consult the most recent edition of University of Oxford Examination Decrees and Regulations, a copy of which is available in the Dean's Office. Students requesting a specially arranged tutorial must indicate as a backup choice one of the tutorial offerings from 211-282, and realize that it may not prove possible to accommodate their requests.

A sample list of recent specially arranged tutorials, by discipline: Anthropology: *Anthropological Analysis and Interpretation*; Archaeology: *Anglo-Saxon Archaeology*, *Archaeology of Mesopotamia*; Biology: *Mammalian Genetics*; Chemistry: *Physical Chemistry*; Classics: *Cicero the Orator*, *Homer's Odyssey*, *Roman History*; English: *Creative Writing*, *Irish Writers*, *Women's Writing*, *Modern Critical Theory*; History: *Imperialism and Nationalism 1830-1966*, *Military Tactics and Strategy in Europe*, *Intellect and Culture in Victorian England*, *Ottoman Empire 1566-1807*; Law: *Jurisprudence*; Maths: *Number Theory*, *Statistics*; Political Science: *Comparative Government*, *Great Power Politics 1776-1919*; Religion: *Christian Ethics*, *The Four Gospels*, *Old Testament Biblical Narrative*; Studio Art: *Figure Painting*.

Grades and Credits

Grades for each tutorial reflect the mark assigned to all eight (or four) tutorial sessions, including their related essays, considered together, as well as the mark for the final examination on work accomplished in the tutorial and supplementary reading. Final examinations are three hours in the case of full tutorials and two hours in the case of half tutorials. The final grade recorded on the Williams transcript is calculated by counting the tutorial mark as two-thirds and the final examination mark as one-third.

Upon satisfactory completion of the requirements for the Williams College Oxford Programme students receive academic credit for a full Williams academic year. Grades are incorporated into their Williams transcript and are included in the computation of their GPA.

Tutorials may be used toward fulfilling the divisional distribution requirement; a student may earn a year maximum of three distribution credits, with no more than one from each division, for the year.

NON-CREDIT FOREIGN LANGUAGE STUDY

In addition to their required tutorials, 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

The Williams College Oxford Programme offers students every opportunity to integrate fully into life at Oxford. The University offers access to an exceptional variety of sports, societies, interest groups, activities, and cultural events. Students are closely associated with their counterparts at Exeter College, are able to share in the social life of the College, to use its athletic facilities, and to dine in Hall during the week. They have access to the University's athletic events, concerts, theatrical productions, museums, and to some of its many libraries. All may become members of the Oxford Union Debating Society, which, in addition to its debating activities and club rooms, possesses dining facilities and the largest lending library in the University. Students are housed (in doubles) at Ephraim Williams House, which is equipped with its own library, computer lab, and common rooms as well as with laundry and dining facilities, and which serves one catered dinner a week during the term. The house is within easy walking distance of the University Parks, convenient to the Summertown complex of shops and restaurants, and about five minutes by bicycle to the heart of the University.

There is an orientation period in October before the beginning of the academic year to help acquaint students with Oxford and the opportunities and challenges they will meet during the year. Throughout the academic year, provision will be made for day trips to such nearby points of interest as Stratford, Stonehenge, Bath, Wells, Chepstow Castle and Tintern Abbey, and Parliament in London. Students will also attend a number of theatre productions and other cultural events. In addition, Oxford's proximity to London gives students ready access to that city's multiple attractions and resources. The Oxford-London train service is an hourly one, and the journey takes just over an hour. Buses run even more frequently, and the journey takes about an hour and a half.

ILLNESS AND INSURANCE

You must be covered either by the Williams College student health insurance policy or some other comprehensive insurance plan (generally your family's health insurance). While in the U.K., you will be covered under the National Health Service (N.H.S.) for routine visits at the Exeter College group medical practice and for emergency hospital treatment. Prescription drugs are available through the NHS at a nominal fee. There are only limited outpatient psychological counseling services available through the NHS and the Oxford Programme. Any extensive or long-term counseling would have to be covered by your personal health insurance policy. Finally, you are not likely to be covered under the NHS for medical services received in other foreign countries, especially non-European Community countries.

FEES

The tuition and room fees for the Programme are equivalent to those for a year at Williams. Students are responsible for their own transportation, most of their meals, and personal expenses. For planning purposes, students and their parents should expect the cost of a year on the Williams College Oxford Programme to be about 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 just as if the student were at Williams. Similarly, the normal self-help contribution would be expected. Since the academic year ends later at Oxford than at Williams, the summer earning expectation for the following year will be reduced by one half and the difference 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 in February) and, prior to applying, should consult with the chair of their major department. They can expect to be notified of acceptance before Spring break. It is the normal expectation that they will have completed the College's distribution requirement by the end of their sophomore year. The Admissions Committee takes the GPA into account and expects applicants to have demonstrated capacity for independent work. Applicants must identify two Williams faculty members who are willing to provide references (the committee will not request those faculty members to write letters but will contact them). Because of the emphasis at Oxford on written work, at least one of these faculty members should be able to offer an assessment of the applicant's writing ability.

WILLIAMS PROGRAM IN TEACHING

The Williams Program in Teaching is designed to address two goals:

- 1) *To enable Williams undergraduates to study the ideas, questions, and practices involved in good teaching, and to earn certification to teach in public schools.*
- 2) *To promote and facilitate an exchange of ideas about teachers, learners and schools, within and beyond the Williams campus.*

In order to meet the first goal, we have embarked on a partnership with our neighboring college, MCLA, long devoted to the preparation of schoolteachers. Williams students interested in earning certification must talk to the Director of the Program in Teaching (Susan Engel, x4522), in order to discuss how to meet the requirements of this program.

In broad outline:

In addition to choosing and fulfilling requirements for a Liberal Arts major, students seeking certification must also take the following courses some time during their four years:

- Psychology 334 The Psychology of Education,
- a 30-hour prepracticum in teaching,
- a course on reading in a specific content area,
- a course on classroom management, and
- a course on adolescent development.
- a course on instruction and curriculum.

(Several of these requirements can be met during winter study.)

Students must also make a formal application to the MCLA teaching program (*this is easily done with the guidance of their advisor and Susan Engel*). Acceptance into this entitles them to enroll for a required post-BA semester at MCLA, during which time they will fulfill the supervised teaching practicum necessary to earn certification.

In addition, students who want to study teaching and possibly pursue a career in teaching, but not seek certification, should contact Susan Engel to find out more about student teaching options, regular semester courses, winter study opportunities and special events sponsored by the Program of Teaching.

WINTER STUDY PROGRAM

REMINDERS ABOUT WSP REGISTRATION

All students who will be on campus during the 2001-2002 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 Friday, January 25th. *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, 27 September.

AFRICAN AND MIDDLE EASTERN STUDIES

AMES 026 Experiencing Africa and the Middle East

The AMES program is developing opportunities in Africa and the Middle East for WSP. At present there are possibilities for one or more students to work with NGOs in Zimbabwe and to observe Peace Corps efforts in Burkina Faso. Students interested in the details of this and any other opportunities should consult with the chair of African and Middle Eastern Studies in September. Interested students will be asked to submit a formal application and to do preparatory work under the chair's supervision during the fall semester. Arrangements for travel, residency, and project will be worked out in consultation with the student, the chair, and our on site contacts.

The project will culminate in a 10- to 12-page report submitted to the chair.

MUTONGI

AMES 031 Senior Thesis

To be taken by candidates for honors by the thesis route in African and Middle Eastern Studies.

AFRICAN-AMERICAN STUDIES

AAS 030 Senior Project

To be taken by students registered for Afro-American Studies 491 who are candidates for honors.

AMERICAN STUDIES

AMST 030 Senior Honors Project

To be taken by students registered for American Studies 491 or 492.

ANTHROPOLOGY AND SOCIOLOGY

ANSO 011 Berkshire Farm 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 socioeconomic 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. Students will keep a journal reflecting on their experiences. A weekly seminar with the instructor will draw on service learning experience.

Prerequisite: Placement is only through interview with instructor before registering for course. *Enrollment limit: 13. (All queries about this course should be directed to the instructor, who can be reached at 518-781-4567, ext. 322.)*

Cost to student: none.

LARI BRANDSTEIN (Instructor)
D. EDWARDS (Sponsor)

Lari Brandstein is Director of Volunteer Services at Berkshire Farm Center and Services for Youth. Budget: \$600 in rental of college vehicles for students who need transportation to Berkshire Farm Center in Canaan, NY, approx. 50 miles from Williamstown.

ANSO 012 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.

Requirements: access to an automobile is desirable but not required; some transportation will be provided as part of the course. Evaluation will be based on keeping a journal and submitting a 10-page paper at the end of the course. Full participation in the course is expected.

Enrollment limit: 15. (All queries about this course must be directed to the instructor, Judge Locke.

Phone messages may be left at 458-4833.)

Meeting time: mornings and afternoons.

Cost to student: \$25 for books and photocopies.

JUDITH LOCKE (Instructor)
D. EDWARDS (Sponsor)

Judith Locke is Associate Justice of the Juvenile Court, Commonwealth of Massachusetts

ANTHROPOLOGY

ANTH 031 Senior Thesis

To be taken by students registered for Anthropology 493-494.

SOCIOLOGY

SOC 031 Senior Thesis

To be taken by students registered for Sociology 493-494.

ART

ART HISTORY

ARTH 010 What is New England?

Employing a variety of media, we will seek to answer the question of whether New England is: what it thinks it is, what others in America think it is, what it is that it is “documented” as being. Should this region be seen as being special, and even revered, and why? Is its main attribute simply “oldness” and of what does that consist? The hope is to “see” something that is multifarious, maybe even contradictory, and whether there is some kind of Puritan, colonial core—mythical or otherwise—and how its present day ripples may be made manifest. Towards this end we will explore a variety of sources, including Bennington tombstone inscriptions, Governor Bradford’s diary, Sibley’s Harvard Graduates, farmers’ journals, Boston trustee’s statements of what “corpus” is, letters from the Lowell girls and from Irish immigrants, several colleges’ acts of incorporation, and bio-technology prospectuses (for the arguable world center of that nascent industry, near Kendall Square, Cambridge). Attention will be given to visual documents or artifacts (besides tombstones), in the works (inter alia) of Ralph Earl, Charles Sprague Sargent, Emma Coleman, John Marin, Paul Strand, and Neil Rappaport. From this welter of evidence, does New England seem old and spent or increasingly like the rest of America or something fragmented and disjunctive or even cutting-edge: whether the landscape or site be littoral or montane or interfluvial? An optional three-day field session during the third week will visit some sites or habitats at first-hand.

Requirements: a presentation and paper, by each class member, on a selected aspect of New England will conclude this course. Besides the final paper there will be notetaking assignments. A passing grade will be determined on the basis of assiduous class attendance and participation as well as the successful completion of written and oral assignments.

Enrollment limit: 15. (The class is especially intended for students from other regions of the United States, or abroad, and preference will be given to them. Natives, however, will not be shunted.)

Meeting time: mornings.

Cost to student: \$250, texts, \$10 local field sessions, and \$150 for an optional three-day field session.

SATTERTHWAITE

ARTH 017 Looking at Contemporary Documentary Photography (Same as English 017)

(See under English for full description.)

ARTH 031 Senior Thesis

To be taken by students registered for ArH 493, 494.

ARTH 033 Honors Independent Study

To be taken by candidates for honors by the independent study route.

ART STUDIO

ARTS 011 Suburbia

This interdisciplinary video production course will examine stories that are told about the American suburb. What histories and cultural forces have helped to produce the suburb? How does the suburb as a social formation relate to the way people experience time and space, and their own understandings of self? To explore this topic, we will examine experimental video, Hollywood film, contemporary fiction, critical literature, and aspects of material culture. Examples might include films and videos like *Nest of Tens*, *Star Maps*, *The Ice Storm*, *Body Double*, *Safe*, *American Beauty*, *Superstar*, *Possibly in Michigan*, and *Visible Cities*, writings by Jeffrey Eugenides, Lynn Spiegel, Daniel Clowes, Guilian Bruno, and others, and related phenomena such as the shopping mall, the gated community, the domestic worker, the Santee school shooting, and Martha Stewart. Students will be required to produce two videos and participate in at least one field trip. No prior video experience is necessary; the course will cover basic production and editing techniques.

No prerequisites. *Enrollment limit: 10.*

Meeting time: mornings.

Cost to student: \$75.

L. JOHNSON

ARTS 012 New York City Field Trip

This studio course will involve two day-long field trips to New York City to view and critique contemporary art at museums and galleries, and to make artwork in response to that critique. In addition to readings and discussions about the exhibitions, students are expected to keep visual journals as documentation/sketchbooks and to finish one drawing project that is related to the New York work.

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in concept or style. This project will involve six or more extensive drawings. Although there is an element of “apprenticeship” in this approach, students are expected to create their own individual, unique works.

Evaluation will be based on attendance at the two field trips, participation in discussions, and the quality of the student’s journal and month-long project.

We will meet once a week during the two weeks of field trips—we will leave Williamstown at 8:00 a.m. and return at 9:00 p.m. During the other two weeks of WSP, we will meet twice a week for three hours in the Spencer Studio Art Building on campus. Students are expected to work outside of class time to finish their journals and projects.

Prerequisite: ArtS 100. *Enrollment limit: 10.*

Meeting time: afternoons.

Cost to student: \$100 to help cover transportation costs (van rental, subways), dinners in New York, journal/drawing supplies, and reading packets.

TAKENAGA

ARTS 013 Figure Modeling

This course is designed as an introduction to the challenges of working with the figure in a sculptural context. The class will be structured as a working studio with the students sculpting in clay from a live model. The first half of the course will emphasize learning the technical and physiological aspects of the human figure; structure, proportion, gesture, and basic anatomy. The latter half of the course will be concerned with the creative aspects of working with the figure and of developing individual interpretations of the human form. In addition to working studio sessions, there will be two slide lectures on the human form in art. Each student will be evaluated on the success of their sculpture, attendance, participation, and effort. This course requires approximately 15 hours per week of individual investigations into the human form.

Prerequisite: ArtS 100. *Enrollment limit: 15.*

Meeting time: TR, 9 a.m.-noon.

Lab fee: \$95.00.

PODMORE

ARTS 014 Trade and Artistic Exchange: An Introduction to the Archaeology of Global Process in the Third and Second Millennia B.C.

In the mid-second millennium B.C. the International Style was prevalent in the Eastern Mediterranean, incorporating iconographic and stylistic elements from the Aegean, Egypt and the Near East. Such an artistic environment is both diagnostic and an integral part of interaction among these different regions. This course will explore how these relationships grew up over time, discuss the role of politics, states and individuals in the demand and production of prestige goods, and investigate how art can act as a form of communication capable of crossing language, politically drawn geographic boundaries, and ethnic barriers. The exchange of raw materials and finished goods will be examined alongside the artistic relationships.

Classes will be a mixture of lecture and discussion. Students will participate in a hands-on experimental archaeology lab involving an ancient gold-smithing technique. This will emphasize production variability, skill, labor and time investments. In addition to the lab component, students will be expected to prepare reading prior to seminar style discussion once a week. A final 10- to 15-page paper will also be required.

Enrollment limit: 12.

Meeting time: afternoons.

Cost to students: \$30.

THEA POLITIS (Instructor)
M. LEWIS (Sponsor)

Thea Politis was a recent Joint Athens-Jerusalem Kress Fellow while researching her Ph.D. in archaeology on the early technology of gold granulation. She has lived and traveled extensively abroad. As a former member of the curatorial staff of the Metropolitan Museum of Art, she has been involved in researching Egyptian international relations during the Bronze Age. Her current research interests include Bronze Age iconographic systems, international relations in the period, and ancient materials and industries.

ARTS 015 Digital Drawing

This is a studio drawing course that will use computer to create a digital drawing. Unlike a conventional drawing medium, computer provides a unique drawing ground in which the physical relationship between the artist and art work seems somewhat distanced. It also carries an unfortunate burden of being looked at as something unreal to be an art object even today because of what we are so used to seeing on monitor (be it computer monitor or TV). What is fascinating about it is the fact

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that it is a drawing of lights.

This course will cover basic techniques of drawing using a digital drawing tablet with a software such as Adobe Photoshop. It will focus on not only a creation of a drawing but also the understanding of seeing the image on screen as something concrete as a drawing on other materials. There will be discussion on net art through various web sites in class using a projector. The students will be assigned to explore other art on the web.

The class will also have prints made from the image students created on a monitor to examine and understand the transformation of one medium to another. This will enable students to see two images generated from the same source, yet entirely different pieces of art work. The class will end with an exhibition of drawings both on monitors and prints and a web site of the drawings created in the class.

Evaluation will be based on class participation, the body of drawings created and the final exhibition of the work.

No experience in drawing or computer knowledge is required. *Enrollment limit: 10.*

Meeting time: afternoons.

Cost to student: \$150 for printing.

HIDEYO OKAMURA (Instructor)
M. LEWIS (Sponsor)

Hideyo Okamura is a painter and has recently been working with digital imagery. His work has been exhibited throughout the United States, and in Germany and Mexico. His digital drawings can be viewed at www.williams.edu/CTAH.

ARTS 016 Fresco Painting

Fresco is one the oldest painting techniques in Western Art. Learn how to paint in the same medium that Michaelangelo used to paint the Sistine Chapel. In this course students will learn to paint in this ancient medium on portable panels. Students will slake lime, mix plaster, grind pigments and paint on the wet plaster. Projects will include copying a section of a Renaissance fresco as well as creating frescos of individual student's own design. This course will provide a greater understanding of the process of painting as well as enhance one's understanding of Renaissance Art. No prerequisites. Evaluation will be based on participation in all aspects of the workshop and completion of the projects.

Enrollment limit: 18. Preference given to art majors.

Meeting time: TW, 10 a.m.-4 p.m. All work will be completed during class time with the exception of the drawing notebook and some background readings.

Cost to student: \$15.

WALTER O'NEILL (Instructor)
M. LEWIS (Sponsor)

Walter O'Neill, a fresco painter, has painted public and private commissions. He has conducted the fresco program at the Skowhegan School and The Cloisters, Medieval Collection of the Metropolitan Museum of Art and has been a visiting artist/lecturer on fresco at many institutions including The J. Paul Getty Museum, Los Angeles County Museum of Art, University of Southern California and Adelphi University.

ARTS 017 Structural Model Making

An introduction to the principal structural systems and how they are constructed, by means of making accurate, working, table-top models. These models of variously shaped arches, barrel and groin vaults, flying buttresses, domes on pendentives and squinches, truss and suspension bridges produced in this class are intended to serve in the future as teaching aids, and the emphasis will therefore be on making them both clear and accurate. Participants will design and build models that not only demonstrate how a variety of structural systems work, but how they were built as well; in the case of arches, vaults and domes, as much attention will be paid to the design of efficient and easily removable and reusable centering as to the space-spanning parts themselves. One of the primary issues to be considered is the relative strength-to-weight ratio of the model and the system it represents, and the problem of making structural models that accurately reflect the scale of weights and thrusts. Although models of centering will be constructed of wood, and probably most of the systems as well, the possibility of making effective models in other materials, particularly stone and plaster, will also be investigated.

Evaluation will be based on participation in class discussion, the quality of the models, and written manuals for their use as teaching devices.

No prerequisites. *Enrollment limit: 15.*

Meeting time: For the first week, class will meet every day for a two-hour morning session of the discussion of structural systems, brainstorming and model planning, as well as an introduction to

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the tools in the sculpture studio. Most of the remainder of the course will be spent in studio work. There will be three two-hour morning periods of supervised lab time a week, and discussion meetings for progress reports. It is expected that the projects will require a good deal more time than just the hours spent in class.

RALPH LIEBERMAN (Instructor)
M. LEWIS (Sponsor)

Ralph Lieberman is an art historian and photographer who lives in Williamstown. He has a PhD from the Institute of Fine Arts, and has taught history of architecture at many schools including Williams, Harvard and the Rhode Island School of Design. He made the structural models that are currently used in Art 101, and would like to see better ones available.

ARTS 018 Editorial Cartooning (Same as Political Science 018)

This course, taught by an editorial cartoonist for a major metropolitan daily newspaper, introduces students to the “Ungentlemanly Art” through discussion and an emphasis on the creation of their own work. It is not an art course so much as an exercise in disciplining the mind to distill abstract concepts and opinions into visual and verbal symbols that can be clearly, economically and persuasively communicated to the reader. Previous drawing experience, while helpful, is not a prerequisite for the course. In fact, non-art majors are particularly encouraged to enroll. The basics of perspective, proportion, and shading will be covered as needed to provide all students with the necessary skills to express themselves. What is much more important is that the prospective student have an inquisitive mind, a healthy interest in current events, a willingness to enter into spirited classroom discussion, and an appreciation of satire. Former students have indicated that they found the intellectual skills they acquired in this course to be useful in many different areas. In addition, several overcame fear to discover drawing abilities that they did not know they possessed. Class assignments will be critiqued in a non-threatening atmosphere. The instructor, who will be continuously producing daily cartoons for his newspaper, will also present his own work for criticism. Evaluation of student performance will be based upon classroom participation and completion of assigned material.

Enrollment limit: 15.

Meeting time: afternoons.

Cost to student: \$75 for art materials.

CHAN LOWE '75 (Instructor)
M. LEWIS (Sponsor)

Chan Lowe, Williams '75, is the editorial cartoonist for the *South Florida Sun-Sentinel*. His work is nationally syndicated and appears regularly in newspapers and magazines throughout the country. Most recently, he was given the National Press Foundation's Berryman Award for Cartoonist of the Year 2000.

ARTS 019 Digital Photography

A hybrid of video and photography, montage and painting, digital photography has changed our expectations and largely redefined “photography.” This course is an introduction to digital, art photography. Students will learn to operate a digital camera and manipulate their files, in Photoshop, on a Macintosh computer. (All equipment will be provided by the college.) Students should be prepared to make a five day per week commitment to attending either labs or class meetings in order to complete the work required for this class.

No prerequisites, but ArtS 100 or other college level beginning drawing or design class highly recommended. *Enrollment limit:* 12.

Meeting time: afternoons.

Lab fee: \$100.

LALEIAN

ARTS 020 Stained Glass Workshop (Same as Biology 020)

(See under Biology for full description.)

ARTS 022 Introduction to Computer Aided Drafting and Design (CADD) (Same as Physics 011)

(See under Physics for full description.)

ARTS 023 Drawing to a Close: Illustrating Disappearing Farms (Same as Environmental Studies 011 and INTR 011)

(See under IPECS—INTR 011 full full description.)

ARTS 033 Honors Independent Project

Independent study to be taken by candidates for honors in Art Studio.

Winter Study Program

ARTS 035 Making Pottery on the Potter's Wheel (Same as Special 035)
(See under Special for full description.)

ASIAN STUDIES

ASST 013 Feng Shui

Feng shui is the study of the way in which our environments affect every aspect of our lives. The selection of a property site and the placement of buildings on a property, of rooms within a building and of furniture within a room influence us, sometimes in obvious ways, often in very subtle ways. The goal in this course is to give students a foundation in the history and concepts of feng shui that will lead to the practical application of feng shui. We will explore the origins and principles of this ancient Chinese discipline and analyze how this Eastern philosophy is applicable in our Western society. Our in-depth analysis of the many levels of feng shui, from the mundane to the transcendental, will include a comparison of feng shui to the similar architectural designs, traditions and rituals of other cultures and of the animal world. We will also consider the correlation between an environment and the individuals who inhabit that particular space. By the end of the course, we will analyze properties on or near the Williams campus, including spaces in which the students have a special interest. We will determine what changes can be made in those environments to improve the lives of the occupants.

We will meet five times a week for two-hour sessions. Field trips in the Williamstown, North Adams and Hancock area to analyze specific properties will be held during class.

Evaluation will be based on class participation, class assignments and a research paper or design analysis.

No prerequisites. *Enrollment limit: 18.*

Meeting time: mornings

Cost to student: \$50 for book, handouts, and materials.

VINCENT SMITH (Instructor)
CRANE (Sponsor)

Vincent Smith is a feng shui consultant, lecturer and author who is based in New York City. He was graduated from Harvard College and Yale Law School. He practiced law for 25 years before forming the VMS Feng Shui Design Co. Vincent Smith has traveled and studied with Professor Lin Yun, who is considered by many to be the leading feng shui master in the United States. He recently taught a course in feng shui at Berea College in Kentucky.

ASST 031 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

Students registered for Chinese 101-102 are required to attend and pass the Chinese Sustaining Program.

Requirements: regular attendance and active class participation.

Prerequisite: Chinese 101.

Meeting time: Mondays, Tuesdays, and Thursdays from 9:00-9:50.

Cost to student: one Xerox packet.

LANGUAGE FELLOW

CHIN 025 China for Tourists, China for Peasants

In this travel course to a remote mountain village and a tourist must-see in China, and two towns in between, we will explore the possibilities of mutual understanding in a variety of cross-cultural encounters. We will fly to Guilin and begin our journey on a boat down the scenic Li River to Yangshuo, where "West[ern] Street" offers an opportunity to investigate the ways the local landscape and Chinese and Western cultures are commodified for tourists from both China and abroad. Our destination is a village in Hunan, where we will spend a total of 10 days living in the homes of farming families and learning about the realities of their lives, to understand the concrete effects of national policy that focuses on development of cities at the expense of the countryside. Students will choose in advance a specific topic for investigation (rice farming, the raising of hogs, citrus growing, education, health care, care of the elderly, how the village got running water or electricity, the story of the pagoda, marriage or funeral practices, ghosts, etc.) and present an oral report to classmates and villagers, which we'll follow with a discussion in town about our research experiences. We will also visit the county seat, where we will conduct two day-long workshops for county English teachers, to give something back to the wider community that welcomes us. We'll have orientation sessions in the fall to choose topics, select readings on tourism studies and rural China, prepare English instruction materials, and prepare ourselves for the trip.

Winter Study Program

Requirements: a few preliminary readings, active participation, journal, oral report in Chinese, and a 5-page essay in English synthesizing what you have learned.

Prerequisite: Chinese 301, or comparable Mandarin speaking ability, or permission of instructor; students from urban China are encouraged to participate, for you will be surprised by what you learn. Good physical and mental health. A willingness and ability to endure more primitive living conditions than you are accustomed to. Qualified students already studying in China are welcome to join the course in Guilin.

Enrollment limit: 8. (Interested students should consult the instructor before registration.)

Cost to student: \$1,995 (includes round-trip air fare from New York City, transportation in China, food and lodging; does not include gifts for host families, snacks, or incidental expenses.) Interested students on financial aid and concerned about cost should speak with the instructor.

SILBER

CHIN 031 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.

Requirements: regular attendance and active class participation.

Prerequisite: Japanese 101.

Meeting time: Mondays, Tuesdays, and Thursdays from 9:00-9:50.

Cost to student: one Xerox packet.

LANGUAGE FELLOW

JAPN 010 Introduction to the Japanese Language and Culture (Same as Linguistics 010)

Have you ever studied Japanese or thought of studying Japanese? This is an ideal course for students who are curious about the Japanese language and culture. It will examine different aspects of the Japanese language through broader theoretical perspectives specifically, its history, lexicon, phonology, grammatical structures, sociolinguistics, and discursive-cultural dimension. For example, what is the origin of the Japanese language and how does it relate to Chinese or Korean? Why does Japanese have three different writing systems? (historical linguistics) How does Japanese differ from English? (typology, phonology and syntax) Why can children learn Japanese so easily? (psycholinguistics) Are there gender and generational differences in Japanese? (sociolinguistics) Requirement: Class participation and reading, research project and presentation on selected issues on Japanese language.

No prerequisites.

Meeting time: mornings.

Cost to student: \$50 for books and printed materials.

YAMAMOTO

JAPN 011 Embodied Learning (Same as Theatre 011)

Performance has outgrown its rather narrow theatrical meaning and has come to serve as a paradigm for the means by which we participate in our culture and in our world. With that sea change in understanding comes a necessary rethinking of the roles of "learning" and "training". The notion of "embodied learning" describes the vivid interplay between the intellect and the viscera, necessary to successfully engage in any number of performances, from combat, to dance, to participating in the language and behavior of a target culture.

While the goals of the course (and the reading materials) are far-reaching, the methods of the studio activity are comparatively focused. The instructor will draw on experiences training with artists associated with the Japanese *butoh* dance movement. These exercises provide an intensive physical challenge, while inviting the imaginative release necessary to successfully improvise within a carefully defined subtextual structure. This is an experience-based course that explores ways in which the body participates in learning.

The class will meet 12 hours per week (in four 3-hour installments, or according to the availability of space). It will be a highly physical class, consisting of exercises that move through the space, and those that require direct physical interaction among students and between instructor and student. Assignments will include reading materials addressing issues of embodied learning from a variety of viewpoints, written summaries of one or more of those selections, and regular journal writing. No prerequisites. Students are encouraged to make an honest assessment of their own health, condi-

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tioning and readiness to respond to the physical demands of the course. *Enrollment limit: 15.*
Meeting time: mornings (12 hours a week).
Cost to student: \$40 for materials and course packet.

TOM O'CONNOR (Instructor)
KAGAYA (Sponsor)

Tom O'Connor has been a professional actor and movement artist for twenty years. He developed and implemented a movement program for the West Virginia University Division of Theatre and Dance that included a curriculum of human movement, composition for movement-theatre performance, and other performance specializations. Recently he moved to the Berkshires where he hopes to establish a non-profit dance and theatre collective.

JAPN 012 Japanese Dyeing: Joy of Kusaki-zome

Kusaki-zome is the traditional Japanese art of dyeing with plant dye. Using a simple technique, it brings out the wonderful colors in vegetables, flowers, tree leaves and twigs. For instance, tea leaves provide a light brown. What color do you think onion skins would give? The most interesting thing is that the color is never the same since the hue of colors differs greatly depending on the season when the plants were harvested. The technique is simple; if you can boil eggs, you can enjoy Kusaki-zome. This class requires no previous artistic training. The course will include lectures on the history of Kusaki-zome as well as hands-on experience. Evaluation will be based on the completion of two projects, with a journal describing the projects, as well as participation in the final class exhibition.

No prerequisites. *Enrollment limit: 15 per section. (To accommodate student demand, two sections of this course will be offered.)*

Meeting time: mornings.

Lab fee: \$35.

KYOKO KABASAWA (Instructor)
CRANE (Sponsor)

Kyoko Kabasawa is a Japanese textile and dyeing artist who teaches at Hokkaido Women's College. In addition to a number of prizes awarded in Japan, she won an originality award in the Hawai'i Handweavers' Hui 45th Anniversary Biennial Exhibition in August 1998.

JAPN 031 Senior Thesis

To be taken by all students who are candidates for honors in Japanese.

ASTRONOMY

ASTR 016 Observational Astronomy

This course, meant for non-majors, will focus on the most basic aspects of astronomy and will be observing-intensive, taking full advantage of various telescopes housed on the Williams College observing deck. Topics to be covered will include the constellations and night sky in general, planets, the moon, the sun, stars, and galaxies. Study of these topics will require a mix of both day and night class sessions during which students will make observations using binoculars, telescopes, and the naked eye. Observing will take place on all class dates during which the sky is clear. On those days when the sky is cloudy, we will do in-class exercises or discuss current topics in astronomy such as results from the Hubble Space Telescope. Student observations will be recorded in drawings, notes, and computer printouts and/or photographs. The class will take a field trip to the new Rose Center for Earth and Space at the Hayden Planetarium in New York City. Evaluation will be based on an oral presentation and detailed writeup of the student's observations (equivalent to a 10-page paper).

No prerequisites. *Enrollment limit: 25. Preference to students with no previous astronomy observing experience.*

Meeting time: 3 two-hour EVENING observing sessions each week plus additional self-scheduled observing or World Wide Web work; separate daytime sessions for solar observing; and a few afternoon sessions, mainly to make arrangements for observing.

Cost to student: \$75 for books, materials, and field trip.

STEPHAN MARTIN (Instructor)
KWITTER (Sponsor)

Stephan Martin is Instructor of Astronomy and Observatory Supervisor at Williams College.

ASTR 031 Senior Research

To be taken by students registered for Astronomy 493, 494.

ASTROPHYSICS

ASPH 031 Senior Research

To be taken by students registered for Astrophysics 493, 494.

BIOLOGY

BIOL 010 Electron Microscopy

Students will undertake an independent project in which they will learn the theory and practice of transmission and scanning electron microscopy, they will do their own sample preparation, operate the two electron microscopes, and take pictures of relevant structures, go digital and manipulate those images in Photoshop (do you want your erythrocytes red or blue?) or go conventional and do tried-but-true black and white photography. There will be brief reading assignments, a guest speaker and a 10-page paper with 6 really good micrographs required.

No prerequisites. *Enrollment limit: 8. No preference given.*

Meeting time: afternoons. Class will meet for two hours, three times a week, plus scope time.

Cost to student: \$40 for text and readings.

NANCY PIATCZYC (Instructor)

H. WILLIAMS (Sponsor)

Nancy Piatczyc 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 011 Outbreak Investigations: An Introduction to Field Epidemiology

This course will introduce students to the practical and exciting science of epidemiology, as it relates to the control of communicable diseases. How do epidemiologists ("disease detectives") detect outbreaks of illness, and how do they investigate outbreaks to determine how to stop the spread of the disease? How can they determine if their interventions were helpful? Specific diseases and their control will be used as examples, such as polio, AIDS, tuberculosis, Lyme disease, West Nile Virus, and "mad-cow disease." Class activities will include a field data collection exercise, a computer lab using the CDC software program "Epi-Info", and discussion of assigned articles or book chapters. Two or three guest speakers will give first-hand accounts of epidemic investigations. Application of these tools to chronic disease epidemiology will also be discussed. Readings include textbook chapters introducing epidemiologic concepts, original classic articles from medical journals about specific outbreak investigations, and popular fictional and non-fictional accounts of epidemics and their control.

Evaluation will be based on a 10-page paper on some aspect of infectious disease epidemiology, selected from a broad list of potential topics, and a brief class presentation on the same topic.

No prerequisites. Basic statistical methods will be introduced but no prior familiarity with statistics is assumed. *Enrollment limit: 15.*

Meeting time: afternoons. The course will meet two afternoons a week for three hours.

Cost to student: \$50.00 for books and course reading packet.

MARGARET OXTOPY, MD (Instructor)

H. WILLIAMS (Sponsor)

Dr. Oxtoby received her B.A. from Harvard and her M.D. from Case Western Reserve University. She currently works in the Division of Epidemiology, NYS Department of Health, Albany, NY.

BIOL 012 Gene Quest

This course offers the opportunity to participate in a research project whose aims are to identify highly conserved genes in diverse animals using polymerase chain reaction and other standard molecular biology techniques. The basic genetic mechanisms that define the types of cells in a body and those that define the shape of the developing animal are remarkably similar from flies to frogs. Although regulatory genes are shared between animal groups, their function may or may not be conserved. This is likely to account for the tremendous morphological variation observed in animals. The first step in understanding changing gene function in animals is to identify the highly conserved genes. In order to clone their gene of interest, students will examine sequence data, design primers, and amplify fragments from genomic DNA. The course will meet twice a week for three hours in addition to independent work outside of scheduled class.

Evaluation will be based on a laboratory notebook, poster, oral presentation, and a 10-page paper.

No prerequisite. *Enrollment limit: 10.*

Meeting time: mornings.

SAVAGE

BIOL 013 Infectious Disease: Causes and Cures

This course offers an introduction to the causes of infectious disease and to the drugs and vaccines that are used to limit their destructive power. The first half of the course will be devoted to a discussion of bacterial pathogens, antibiotics, and antibiotic resistance. The second half of the course will focus on viruses, in particular, poliovirus and HIV, and on the development and distribution of effective vaccines. Other sorts of infectious agents, such as prions and amoeboid parasites, will be

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briefly discussed.

Evaluation will be based on two 5-page papers and an oral presentation.

No prerequisites. *Enrollment limit: 20. Preference to Biology majors.*

Meeting time: mornings.

Cost to student: \$40 includes book and photocopies.

KAREN PEPPER (Instructor)

H. WILLIAMS (Sponsor)

Karen Pepper received her Ph.D. from the University of Paris (Paris VII). Her thesis research was completed at the Pasteur Institute. She has published a number of scientific papers on antibiotic resistance.

BIOL 014 Social Justice Issues in Health Care Delivery

Widening economic disparities, both domestic and global, threaten to derail the progress achieved over the last century in the arena of universal public health. Is basic health care a human right? How is the delivery of health care in the twenty-first century influenced by prejudice, inequality, and injustice? Readings and in-class discussions will focus on four case studies: perceptions of disability and access to reproductive technologies, distribution of AIDS drugs to resource-poor individuals and countries, health care provision to migrant farm workers, and the Dutch experience with euthanasia. This course includes a major experiential learning component, in which you will carry out an internship in a clinical or social service setting. Throughout the month, we will reflect individually and as a group on the field placement experiences and the social justice issues encountered in these settings.

Evaluation will be based upon a 10-page paper placing the internship experience in the broader context of social justice concerns.

Requirements: serious commitment to internship (15-20 hours/week), journal reflecting on field experience, one presentation on the social justice issues surrounding a specific infectious disease, active participation in classroom discussions (three two-hour meetings per week).

No prerequisites, but students will be asked to meet with their field placement supervisor once prior to Winter break to discuss expectations and potential contributions to be made by the student. *Enrollment limit: 12. Student selection criteria: Interested students must consult instructor prior to registration.*

Meeting time: mornings for in-class discussions, times for field placement to be arranged to best suit the needs of the host organization.

Cost to student: \$30 for one book and reading packet.

BANTA

BIOL 015 Conservation of Songbirds in North America

Songbird populations in North America are increasingly threatened from anthropogenic changes to the landscape they inhabit. Because they are an intensively studied taxa, birds provide a model system to explore issues in conservation. This course combines discussion, data analysis, and independent inquiry into the conservation status and population trends of North American birds, emphasizing songbirds. We will discuss past examples, analyze current status and population trends of birds by exploring data from the Breeding Bird Survey, and evaluate current institutional efforts to conserve songbirds in North America.

Evaluation will be based on the completion of course assignments including an independent project and presentation (equivalent to a 10-page paper). Attendance and participation will also be taken into account. Assignments and analysis will be completed outside of class.

No prerequisites, however previous courses in ecology are useful. *Enrollment limit: 14. Priority given to Biology majors and Environmental Studies concentrators.*

Meeting time: afternoons, two three-hour sessions each week.

Cost to student: \$50.

SCHMIDT

BIOL 016 Tiny Footprint: Living Sustainably in the New Millennium (Same as Environmental Studies 016)

(See under Environmental Studies for full description.)

BIOL 020 Stained Glass Workshop (Same as ArtS 020)

This is a studio/workshop course designed to introduce the student to the techniques involved in working with stained glass. Lectures will describe the use and manufacture of stained glass windows from medieval to modern times. Demonstrations will illustrate how to design, cut and assemble stained glass forms using the copper foil technique. Techniques related to etching designs in glass will be demonstrated as well. Each student will complete a small assigned project during class to learn the basics of the technique. Students will then complete a larger independent project as their "journeyman piece." This may consist of a traditional window, a free-form mobile or a three dimen-

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sional form.

Evaluation will be based upon class participation as well as upon the design and execution of the journeyman piece. Attendance at all scheduled meetings is mandatory. Additional time outside of class will be necessary to design and complete the independent project.

No prerequisites. *Enrollment limit:* 12.

Meeting time: afternoons, two three-hour sessions each week.

Cost to student: \$70 for materials.

ADLER

BIOL 021 Internships in Biology

Sophomores, juniors and seniors wishing to do internships with conservation organizations, national or state parks, field research, or laboratory research at other institutions should sign up for Biology 021 as their winter study course. Students must make all the arrangements for the internships directly with the sponsoring organization. The costs of travel and room and board must be borne by the student. In addition, the student must independently design the project and have it approved by Professor Swoap before October 5, 2001. The form for this proposal is on the biology web site (www.williams.edu/Biology/)—follow the “courses” link. Upon approval of the project, the student can register for the course.

Previous internships have included such diverse programs as working on the problem of introduced species with a local or national environmental organization, monkey census within Equatorial Guinea, working at a raptor rehabilitation center, and working with their home state’s department of environmental management.

Evaluation will be based on a daily field notebook/daily journal and a 10-page summary paper or laboratory report.

Prerequisites: Depends on the program chosen. *Not open to first-year students.*

Cost to student: Will vary with the program.

SWOAP

BIOL 022 Introduction to Biological Research

An experimental research project will be carried out under the supervision of a member of the Biology Department. 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, and requires the permission of the instructor. Interested students should contact Professor Swoap for more information before registering.

Prerequisites: Biology 101. *Enrollment limit:* 15.

Meeting time: mornings.

Cost to student: none.

SWOAP

BIOL 023 Introduction to Lipid Biochemistry —A Research Experience

This class will introduce students to techniques in lipidology through the scientific literature and working in the research lab. While the readings will include a range of topics exploring the structure and function of lipids in cells and organisms, the laboratory component will entail a research project and introduce students to techniques used to analyze lipid structure and composition and to assay procedures of enzymes involved in lipid metabolism. It is expected that the students will devote at least 20 hours per week to the projects.

Evaluation will be based on a short paper on the literature component of the course and a comprehensive report on the laboratory component of the course.

Prerequisite: Biology 101. *Enrollment limit:* 6.

Meeting time: MTWR, mornings and afternoons.

Cost to student: \$5 for reading packet.

D. LYNCH

BIOL 031 Senior Thesis

To be taken by students registered for Biology 493, 494.

CHEMISTRY

CHEM 011 Science for Kids (Same as Special 011)

(See under Special for full description.)

CHEM 012 How to Write Popular Science (Same as English 012 and Special 012)

(See under Special for full description.)

Winter Study Program

CHEM 013 The Popular Culture of Football (Soccer) Around the World

Football, or, as erroneously called in the USA, soccer, is the most popular sport in the world. In many countries the sport goes beyond playing the game; it becomes part of your daily life. After losing the European cup, the fan's passion for the local or national teams has been criticized for the aggressive behavior in the stands and the rioting in the streets. Is this behavior part of football or just our human nature? The course looks at the women's NCAA basketball final four tournament and the riots by Purdue fans to answer the question.

In this course we explore the beauty, fanaticism, ethics and social change that football brings with it, and the differences and similarities of the culture of football in several parts of the world. Students learn of the culture through the assigned readings. Some of the readings include: *The Miracle of Castel di Sangro*, by J. McGinniss; *Ethnic and Religious Identity in Modern Scotland: Culture, Politics, and Football*, by J. M. Bradley; *Passion of the People? Football in South America (Critical Studies in Latin American and Iberian Culture)*, by Tony Mason; *British Football and Social Change: Getting in to Europe*, by J. Williams; *The Culture of Fear: Why Americans are Afraid of the Wrong Things*, by B. Glassner; and *Soccer Madness: Brazil's Passion for the World's Most Popular Sport*, by Janet Lever. Finally, students explore the role of gender and the differences and similarities between football in the USA and other countries.

Format: lecture/discussion. Evaluation is based on two short papers (2 pages) relating to assigned readings, a third paper on a topic of personal interest and participation in class discussions.

No prerequisites. *Enrollment limit: 30.*

Meeting time: afternoons. The course will meet three times a week with occasional extra meetings for special projects.

Cost to student: \$100 for books.

PEACOCK-LÓPEZ

CHEM 014 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 will 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 will hold a few meetings beginning in the fall semester. These class meetings, which are mandatory, are held on Sundays with the following schedule: 4 November (orientation), 11 November, and 18 November.

Format: lecture/laboratory. Evaluation is based upon class participation and performance on class exams, quizzes and practical exercises.

Prerequisite: 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.*

Meeting time: mornings and afternoons; schedule TBA in October.

Cost to student: \$300/student plus approximately \$75 for textbook, stethoscope, and BP cuff.

KEVIN GARVEY (Instructor)
D. RICHARDSON (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 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 015 Epidemiology, Epidemics, and Human Health

Epidemiology is about the distribution of, and determinants of disease in human populations. While the discipline first developed around epidemics of infectious diseases, its low technology approaches have been usefully employed to study most of the major acute and chronic non-infectious disease epidemics of the last 50-100 years, including pellagra, coronary heart disease, and lung cancer, and some of the minor epidemics, for example, occupational asbestos exposure and lung disease, and even the use (and misuse) of C-section in delivering babies.

The main purpose of this course is to stimulate critical thinking and impart an understanding of the logic and scientific methods of epidemiology in answering questions or hypotheses related to the etiology of specific human diseases, their prevention, their early detection, their prognoses, and the

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effectiveness of treatments used to cure or alleviate their effects. We will be interested primarily in the observational and experimental methods of epidemiological inquiry in human populations, and their application to new questions, rather than the acquisition of specialized information or arcane facts.

It has been said that at least 50% of the basic science you will learn as an undergraduate and in medical school will be proved wrong, perhaps within 10 years. While this might be a bit of an exaggeration, it is no exaggeration to suggest that no one really knows which 50%! For future health professionals, an understanding of epidemiologic methods will make it easier for you to keep up with the rapid pace of knowledge, and help you deliver the best, evidence-driven care.

By means of a few introductory lectures, and more class discussion, including unknown exercises (Whodunnits, in the New Yorker style of the late Burton Rouche), perhaps presented by groups of students working collaboratively, the review of current and some classical papers in the medical and public health literature, and the reading of selected chapters of a condensed, basic text in epidemiology, we will come to an appreciation of the rules of evidence in epidemiologic research. While some explanation of biostatistical applications will be necessary to understand the literature, this will not be a course in biostatistics.

This course is aimed towards students who are committed to the liberal arts and have an interest in health issues beyond the cellular level, including those with an interest in medicine, public health, other health-related careers, the law, economics, etc.

Format: lecture/discussion. Evaluation is based on class participation and a circa 10-page paper, perhaps done collaboratively, on a mutually agreeable health issue. We may ask that papers be presented to the whole group at the final sessions.

No prerequisites. *Enrollment limit: 20.*

Meeting time: afternoons. The course will meet three times a week with occasional extra meetings for special projects. There will be several evening sessions where outside speakers will address issues related to the course. Unless excused, students are expected to attend these meetings.

Cost to student: \$50 for books and copied materials.

NICHOLAS H. WRIGHT '57 (Instructor)
D. RICHARDSON (Sponsor)

Dr. Nicholas H. Wright (Williams Class of 1957), 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 017 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.

Format: laboratory research. A 10-page written report is required.

Prerequisite: Variable, depending on the project (at least Chemistry 101) 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.*

Meeting time: mornings.

Cost to student: none.

ANNE SKINNER (Instructor)
D. RICHARDSON (Sponsor)

Anne Skinner is a Senior Lecturer in Chemistry at Williams.

CHEM 018 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.

Format: laboratory research. A 10-page written report is required.

Prerequisite: Variable, depending on the project (at least CHEM 101) 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

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this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research labs.*

Meeting time: mornings.

Cost to student: none.

CHIHAD, KAPLAN, and LOVETT

CHEM 019 Introduction to Research in Environmental Science (Same as Environmental Science 019)

(See under Environmental Studies for full description.)

CHEM 023 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.

Format: laboratory research. A 10-page written report is required.

Prerequisite: Variable, depending on the project (at least Chemistry 101) 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.*

Meeting time: mornings.

Cost to student: none.

D. RICHARDSON

CHEM 024 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.

Format: laboratory research. A 10-page written report is required.

Prerequisite: Variable, depending on the project (at least Chemistry 101) 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.*

Meeting time: mornings.

Cost to student: none.

KOEHLER, PEACOCK-L6PEZ, THOMAN

CHEM 031 Senior Research and Thesis

To be taken by students registered for Chemistry 493, 494.

CLASSICS

CLAS 013 Biblical Hebrew in a Month (Same as Religion 013)

This course will enable students to read the Bible in the original Hebrew in a fast, fun, and focused way. Topics include the difference between BeGeD-KeFeT, BuMaF, K'MiNPATS, and the Throaty Five. Meet sentences without verbs, the extra pronoun, and word pairs. Discover a word's three letter root and explore the mysteries of the Shwa and Dagesh. Learn the seven "buildings" of the Hebrew verb and find the missing letters. In addition to this intensive study of Hebrew vocabulary and grammar, attention will also be given to the polyvalence of biblical discourse. The paratactic and terse character of the TaNaKH produce narratives tantalizingly "fraught with background" that virtually cry out to the reader "interpret me". Thus, by the end of the course, students will have read the Book of Ruth with an understanding of both biblical language and biblical style.

Students will be evaluated on the basis of regular attendance, preparation, and class participation. In addition, students will be required to prepare a translation and grammatical commentary of 10-15 verses selected from the Book of Genesis as a final project. In order to facilitate the learning of Hebrew in a month, the course includes frequent quizzes and homework assignments. The course will meet three days a week for three hours a day covering three chapters/session. Students are expected

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to spend at least four hours preparing for each class. Because of the intensive nature of this course regular attendance and preparation is mandatory.

No prerequisites or previous experience in Hebrew required. *Enrollment limited: 20.*

Meeting time: mornings.

Cost to student: \$35.00 covering textbook and copies.

KRAUS

CLAS 026 Archaeological Tour of Greece (Same as Religion 026)

This trip offers a unique opportunity to see how material culture both enriches and complicates our understanding of ancient Greek culture and early Christianity as it emerges from the textual evidence. Our goal is to explore the various and diverse aspects of Greek culture as these are recorded in the physical space. Our additional goal is to experience the Greece of today, so that you can also reflect on the continuities and discontinuities of this culture. We will visit archaeological sites, museums, and churches on mainland Greece and the island of Crete.

Requirements: a travel journal; one brief oral presentation to group following a site visit; a 10-page paper.

NOTE: There will be two mandatory orientation sessions held during the fall semester. *Enrollment limit: 12.*

Cost to student: \$3,500.

PANOUSI and BUELL

CLAS 031 Senior Thesis

May be taken by students registered for Classics 493, 494.

COMPARATIVE LITERATURE

COMP 011 The Colonialist Vision (Same as English 024)

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 colonized expressed in literature and film? Do men and women writers figure the colonialist experience differently? The readings will include both authors who wrote from direct contact with the peoples of Africa and Asia and those who fabricated a purely imaginary construct of a different culture. Other topics for discussion will focus on romantic images of conquest, the symbolism of exotic settings, and the varied places assigned to women within the colonialist enterprise. Texts will include Flaubert's *Salammbô*, Forster's *Passage to India*, Kipling's *The Man Who Would Be King*, Dinesen's *Out of Africa*, Markham's *West With the Night*, and Lahiri's *Interpreter of Maladies*. We will also watch the filmic adaptations of Kipling's, Dinesen's and Forster's novels and discuss short theoretical readings by Said, bell hooks, Spivak, and others. *All readings in English.* Evaluation is based on active class participation and a 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings. The course will meet for two hours twice a week with two hours of film screenings.

DRUXES

COMP 012 Roland Barthes: The Romance and Poetry of Criticism (Same as English 023 and French 012)

For most of his life the French philosopher and cultural critic Roland Barthes used critical theory as a substitute for the "novel" he never brought himself to write. One could call his theoretical and critical essays a fiction and a poetry by other means. In the course we will study the imaginative and metaphorical elements of Barthes's writing, especially in works concerning the mythification of culture (*Mythologies*, 1957), the primacy of textuality (*The Death of the Author*, 1968), the erotics of reading and writing (*The Pleasure of the Text*, 1973), the redefinition of subjectivity (*Roland Barthes by Roland Barthes*, 1975), the rhetoric of love (*A Lover's Discourse*, 1977), and the representation of death and loss (*Camera Lucida: Reflections on Photography*, 1980). Discussion will be given as well to Barthes's theory of the sign, his fascination with the body, his investigation of the languages of desire, and his study of the imaginary (*l'imaginaire*) in literature, the plastic arts, society and popular culture (fashion, music, and advertising). *All readings in English.*

Requirements: class participation, one class oral presentation, one 12-page final paper.

No prerequisites. *Enrollment limit: 12.*

Meeting time: mornings. The course will meet for three, 2-hour meetings per week.

Cost to students: \$70 for books and reading packet.

STAMELMAN

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COMP 014 Literature and Seduction (Same as English 014)

(See under English for full description.)

COMP 031 Senior Thesis

To be taken by students registered for Comparative Literature 493, 494.

COMPUTER SCIENCE

CSCI 010 C, UNIX and Software Tools

This course serves as a guided tour of programming methods in the UNIX operating system. The course is designed for individuals who understand basic program development techniques as discussed in an introductory programming course (Computer Science 134 or equivalent), but who wish to become familiar with a broader variety of computer systems and programming languages. Students in this course will work on UNIX workstations, available in one of the Department's laboratories. By the end of the course, students will have developed basic proficiency in the C programming language.

The increasing success of UNIX as a modern operating system stems from its unique ability to "prototype" programs quickly. Students will use prototyping tools, such as Awk and "shell scripts" to write "filters" for transforming data from a variety of sources. It will become clear that in many cases the overhead of programming in languages such as C, Pascal, or FORTRAN is unnecessary. Moreover, students will learn to effectively use software tools such as debuggers, profilers, and make files.

Evaluation will be based on several programming assignments and shell scripts due throughout the term. While none of the projects in the course will be particularly large, the successful student will develop a tool chest, which will extend their computing "effectiveness" in their particular field. Students with computing needs particular to their field are encouraged to advise the instructor before the first meeting.

Prerequisite: Computer Science 134 or equivalent programming experience. *Enrollment limited to 20.*

Meeting time: mornings.

Cost to student: texts.

LERNER

CSCI 031 Senior Honor Thesis

To be taken by students registered for Computer Science 493-494.

CONTRACT MAJOR

CMAJ 031 Senior Thesis

To be taken by students registered for Contract Major 493, 494.

ECONOMICS

ECON 010 The East Asian Miracle

This course is intended to help CDE fellows integrate the material they studied in the first semester by applying it to the circumstances of a particular group of countries. During the 2002 Winter Term session we will focus on a case study of what are widely perceived to be successful development experiences—those of the East and Southeast Asian "miracle" economies. We will consider issues such as the desirability of the economic transformations that have taken place in these countries, the conditions that may have made such transformations possible, the roles that specific policies may have played in bringing them about, the causes of the recent economic crisis in the region and its implications for future growth in the affected countries, as well as the lessons that the East and Southeast Asian experience may hold for other developing countries.

MONTIEL

ECON 011 Public Speaking

It has been said that most people fear public speaking more than death. In a world in which most of us are asked at one time or another to say something to a group, public speaking is a skill which everyone should learn. This course will help you become an organized and persuasive public speaker. You will create your own public speaking style that is comfortable, confident, and conversational. We will focus on organizational techniques, handling visual aids effectively, eye contact and body language. A supportive atmosphere will give each person an opportunity to receive feedback. Students will be required to give five to six oral presentations to the class; most of these presentations will be videotaped. Students will also be required to review their videotapes and write a critique of their presentations.

Evaluation will be based on in-class presentations, class participation, and the written critique of presentations.

No prerequisites. *Enrollment limit: 12.*

Meeting time: afternoons.

Cost to student: \$25.

BRAINERD

ECON 012 Business Risk Analysis: Inside the Mind of a Banker

So you think that business and finance are a big mystery and potentially boring? Discover how easy it is to understand how a company works and how interesting risk analysis can be. Do you feel that a career in business is not for you, but want to know enough to invest your millions wisely? Or are you, perhaps, considering business or finance as a career and would like a head start (not to mention a leg up in the interview process)? Or maybe you picture yourself as the boss someday, no matter what your field. Then this is the course for you! This experience will provide a basic overview of financial analysis with a particular emphasis on the banker's perspective. Among the topics that we will discuss are: the qualitative and quantitative aspects of risk analysis, understanding financial statements, how businessmen and bankers manage and mitigate the risks in their businesses, the principles of financing international trade and projects, and how bankers decide on the structure and pricing of loans. We will also explore some of the concepts used in determining a reasonable price to pay for a particular stock.

Evaluation will be based on attendance, classroom participation, and group and individual assignments, including a final project involving the written and/or oral analysis of a company.

No prerequisites. *Enrollment limit: 20. Preference for juniors and seniors. Not intended for students with extensive prior financial experience.*

Meeting time: afternoons.

Cost to students: \$40 for texts and reading packet.

JAMES SUTHERLAND (Instructor)
BRADBURD (Sponsor)

James Sutherland worked for The Chase Manhattan Bank for over 21 years including 17 in Latin America and 3 as an instructor in the credit training program in New York. For the last 7 years he has worked as an international consultant and trainer in finance and banking, in Asia, Africa, Eastern and Western Europe, and Latin America.

ECON 013 Real Estate and Community Development

Real estate development is an engine in urban environments and can be either destructive to existing neighborhoods or a powerful positive force for community development. For non-profit developers, public officials, lenders and investors, and nonprofit community development directors all need to know the same real estate development principles to make judgements and make new projects work. This course will examine the process and prospects of real estate development as an economic activity and how it can be a positive force for community development. The course will combine classroom meetings and extensive analysis and discussion of actual case histories of real estate development projects, along with examination of their community development impacts. The course will involve fieldwork in Boston with site visits to selected projects and meetings with principals involved in some of the developments studied.

Students will be expected to attend class sessions and site visits, and will work in small teams to prepare analyses and observations based on cases studied. A limited familiarity with Microsoft Excel will be expected.

Prerequisite: permission of instructor. *Enrollment limit: 12.*

Meeting time: afternoons.

Cost to student: \$85. Students will be responsible for their own accommodations and living expenses while in Boston.

B. MITCHELL and S. SHEPPARD

Bart Mitchell is the current President of Mitchell Properties in Boston, MA, a real estate development company which undertakes housing development projects in the Boston area and provides project management and advisory services for other large real estate ventures.

ECON 014 The Practice of Public Health

Dollar for dollar, improvements in public health measures are often more effective in improving health than traditional "medical" responses to illness, but the advantages of public health approaches are often overlooked. This course will introduce students to the field of public health and community health improvement. Topics for discussion will focus on important public health movements such as the campaigns to address smoking, fluoridation, global warming and AIDS. Students will examine the theory and practice of modern public health and will be able to conduct their own

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research projects and design interventions for health issues of interest to them.

Students will be evaluated at the end of each course component for a basic understanding of public health principles and they will also be evaluated on class participation. The major portion of a student's evaluation will come from a 10-page research paper in which students will identify an important health issue, analyze the issue and develop an intervention that addresses the issue from theoretical perspectives presented in class. Students will be expected to identify possible resources for this intervention, budget an intervention and receive the endorsement of a local health official or government officer for their proposed project.

Class will be held in an informal lecture setting. Readings will be assigned at each lecture.

No prerequisites. *Enrollment limit: 15.*

Meeting time: MWF, 2-4 p.m.

Cost to students: \$40.

PAMELA NATHENSON, MPH (Instructor)
BRADBURD (Sponsor)

Pamela Nathenson is Coordinator of Research, Planning, Grant Writing and Evaluation at the REACH Community Health Foundation in North Adams, Massachusetts.

ECON 017 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 micro-economics. 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 and, if necessary, on a disk for IBM-compatible 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 1960-2000. Early in the first week, the class will be divided into teams of 2 students with each team choosing a particular aspect of the economy to forecast.

During the second and third weeks, the class will work with various leading indicators of economic activity and will prepare forecasts of the key components of gross domestic product and other key variables. The fourth week will feature a formal presentation of the economic forecast with invited guests from the Wall Street investment world.

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.

There will also be a 3-page paper summarizing the result of the forecast project. *Because essential concepts and tools are covered during the first week, all students are expected to attend the first class.*

No prerequisites, but Economics 101 or another semester course in Economics is strongly recommended. *Enrollment limit: 22.*

Meeting time: mornings, 3 times per 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, and to participate in short presentations of their analyses as the work progresses as well as in the formal presentation during the last week.

Cost to student: \$25 for text and other materials.

THOMAS SYNNOTT (Instructor)
BRADBURD (Sponsor)

Thomas Synnott '58 is Chief Economist, U.S. Trust Company of New York

ECON 030 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 Honors 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 031 Honors Thesis

To be taken by students participating in year-long thesis research (ECON 493-W031-494).

ENGLISH

ENGL 010 Fan Cultures

This course will introduce the history of, and current interest in, fans of popular culture. We will read recent accounts of X-philes, Barbie collectors, soccer-supporters, Star Trekkers, romance novel readers, and Civil War battle reenactors, to name but a few. As well, we will examine some of the ways fans express their interest in popular cultures—through zines, in on-line discussion groups, at conventions, in the sampling techniques of rap and techno music, or in the retro styles of fashion. Chief among our concerns as a class will be: Are fans merely consumers of mass culture, or are they cultural producers in their own right? What kinds of television programs, sports events, films, or dance crazes spark fan interest? Why do fans identify with specific fictional characters? Are fans radically different from or entirely representative of “mainstream” society? In what ways do fans appropriate sub-cultural interests (“alternative” music, folk traditions)? In what ways do fans resist or reinterpret mass culture? Students will have the opportunity both to engage in critical analyses of popular culture as well as to document, either through autobiography or ethnography, a specific example of fan culture of their own choosing. Readings will include works by Roland Barthes, Walter Benjamin, Bill Buford, Michael De Certeau, Henry Louis Gates, Horkheimer and Adorno, Nick Hornby, Tony Horwitz, Wayne Koestenbaum, Henry Jenkins, George Lipsitz, Tania Modleski, Constance Penley, Jan Radway, Erica Rand, and Salman Rushdie.

Requirements: two papers (one 4-5 pages, one 6-8 pages).

No prerequisites. *Enrollment limit: 25. Preference will be given to seniors in any major, then English majors.*

Meeting time: mornings. The course will meet twice a week for three hours.

Cost to student: \$50.

BEN WEAVER (Instructor)
FIX (Sponsor)

Ben Weaver holds a Ph.D. in English from Duke University. He has taught at Williams and, most recently, in the English Department at Colorado College.

ENGL 011 Ireland in Film: Contemporary Irish Cinema

Ireland has long provided a rich subject for Hollywood fantasy, being represented in film as either a mythic space for emerald-green romanticism, or, more darkly, as a place of political terror and enduring internecine ideological rivalries. In this course we will view and discuss major films from the recently ascendant indigenous Irish cinema—works in which Irish directors have begun to offer their own distinctive critique of the country’s political and cultural history, and to interrogate the master-myths of nationality which still animate the notion of “Irishness.” To characterize the tradition that recent Irish films have sought to refute, we will start with a Hollywood movie: John Huston’s *The Quiet Man* (1952), a populist classic which humorously exploits almost every cliché of Irish cultural tourism. Our subsequent viewing will be drawn from the following, as time allows: Jim Sheridan’s *The Field* (1990), *In the Name of the Father* (1993), and (as writer) *Into the West* (1993); Neil Jordan’s *The Crying Game* (1992), *Michael Collins* (1996), and *The Boxer* (1998); Pat O’Connor’s *The Ballroom of Romance* (1982) and *Cal* (1984); Cathal Black’s *Pigs* (1984) and *Koreana* (1995); and Gillies MacKinnon’s *The Playboys* (1992).

Requirements: regular attendance, active participation in class discussions, several short “response” papers, and one 6-page final paper.

Prerequisite: A prior film course (such as English 204, 364, 370, 371, or 395), or English 226, or permission of the instructor. *Enrollment limit: 18.*

Meeting time: afternoons. The course will meet three times a week for two hours.

Cost to student: \$5 for a reading packet.

PETHICA

ENGL 012 How to Write Popular Science (Same as Chemistry 012 and Special 012)

(See under Special for full description.)

ENGL 013 Your Favorite Author

Winter Study is a perfect time to read, and this is a class for people who would like to deepen their relationship with an author they have only “dated casually” in a classroom encounter. It will be run as a colloquium. In the first week, you will choose the author you want to explore, compile a list of the author’s complete works, decide how much of it you want to read, and assign two or three items (poems, stories, chapters from novels, acts of plays, essays) to the rest of the class for reading and discussion. In the second week, you will compile a list of biographies and autobiography, and do some selective reading to discover how many “lives” your author had, what kinds of things the biographers agree and disagree about, whether and how your author’s life illuminates or complicates an understanding of the works. In the third week, you will find out what’s hot and controver-

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sial in critical and scholarly discussions of your author. In the fourth week, you will draw on your reading to write an imitation or parody of your author, complete with introductory commentary. Evaluation will be based on annotated bibliographies and oral presentations in the first three weeks (60%), and a written 10-page parody-plus-commentary in the final week (40%).

Requirements: regular attendance is mandatory.

Prerequisite: A 100-level English course (except 150), or any *literature* class in the Literary Studies/Comparative Literature program or in any of the language departments. *Enrollment limit: 12. Preference is given to upper-class literature majors.*

Meeting time: mornings. The course will meet three times a week for two hours.

Cost to student: \$25.

KNOPP

ENGL 014 Literature and Seduction (Same as Comparative Literature 014)

Can literature about seduction tell us something about the seductiveness of literature? This course will look at literary texts, and a few films, which involve erotic persuasion in various ways: some tell about seductions, some—love poetry, for instance—are intended to be seen as forms for seduction, some simply are seductive. Works will range from Ovid and Shakespeare to film noir and Cocteau's *Beauty and the Beast*. We will also read two novels—Nabokov's *Lolita* and J. G. Ballard's *Crash*—as well as essays by Jean Laplanche, a psychoanalytic theorist whose work focuses on the logic of seduction. We'll consider these works in their own rights, of course, but also for what they suggest about seduction's relationship to some fundamental issues concerning desire, the self, power, and representation.

Requirements: a 10-page final paper.

Prerequisite: A 100-level English course (except 150), or permission of the instructor. *Enrollment limit: 18.*

Meeting time: mornings. The course will meet three times a week for two hours.

Cost to student: \$40.

PYE

ENGL 015 Lyric Voices: Subjects and Objects of Writing

When we think of lyric, so often what comes to mind is the singular, expressive voice of the writer. Whether about love, life, or politics, poems grab their readers by the timbre and tone of voice. Yet equally often, the "voices" poets and fiction writers adopt are radically not their own. In the form of personae, imaginative identifications and appropriations, lyric voices emerge from bodies and landscapes with an intensity that highlights but also confounds notions of identity—racial and regional, ethnic and sexual, gendered and economic. What guarantees the appeal of poetry so often is less authenticity than persuasive performance, which has consequences both aesthetic and political.

This course will explore from the inside how poetry and fiction lift themselves off the page, setting the objects of the world into a bizarre motion of their own. It will explore how we hear and how we project the voices that make poetry possible. Students will learn about how writers come to a distinct sense of voice—through critical and creative writings in prose and poetry. Half-seminar, half-workshop, this course will require students to complete frequent exercises and to keep a daily writing journal. In addition to becoming familiar with a range of contemporary writers, students will report to classmates on current sites of writing—in journals and anthologies, on-line alternatives, video and vocal recordings. We'll think about how poetry is represented in popular culture, such as in movies like *Slam!*, the documentary *Slam Nation*, or even Hal Hartley's recent *Henry Fool*. Finally, students will organize two readings—one for their own winter creations and one to feature an up-and-coming east coast writer, who will visit class and give a public reading. Featured writers may include: Russell Edson, Anne Carson, George Oppen, Dorianne Laux, Kim Addonizio, Terrence Hayes, Ai, Junot Diaz, Li-Young Lee, Wayne Koestenbaum, Frank Bidart, Crystal Williams, Sapphire, Melanie Rae Thon, Jack Gilbert, Dana Levin, Anne Marie Macari, James McCombs, and Reetika Vazirani.

Students will be evaluated based on a portfolio of writing and in-class participation.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings. The course will meet three times a week for two-and-a-half hours.

Cost to student: \$30.

JOSEPH CAMPANA '96 (Instructor)
FIX (Sponsor)

Joseph Campana '96 earned an M.A. from the University of Sussex and is now a doctoral candidate and instructor at Cornell University. His poems have appeared in *Poetry*, *Seneca Review*, *Third Coast*, and *Marlboro Review*.

ENGL 016 Bob Dylan on Film

Bob Dylan is most commonly thought of as a musician and songwriter. But ever since he first rose to fame on the Greenwich Village folk scene in the early 1960s, he has enjoyed a shadow career as a film artist: as an actor, director, editor, and composer. In this class, we will look at how Bob Dylan's image has been shaped in film and video, and how this work relates to Bob Dylan, musician. The class will view rare TV footage and rarely-viewed works of Dylan's own, like "Eat the Document" and "Renaldo and Clara," as well as Dylan-related works by feature filmmakers and documentarians, including Martin Scorsese, Sam Peckinpah, D. A. Pennebaker, Dennis Hopper, Stephen Frears, and Curtis Hanson.

Requirements: a 10-page paper or equivalent project. Some mandatory film screenings may occur outside of regularly-scheduled class times.

No prerequisites. *Enrollment limit: 20. Priority given to seniors.*

Meeting time: afternoons. This course will meet twice a week for three hours.

Cost to student: \$75.

SETH ROGOVOY '82 (Instructor)
FIX (Sponsor)

Seth Rogovoy '82 is a rock critic who has written for numerous publications. He has written extensively about Bob Dylan. The author of *The Essential Klezmer*, his cultural criticism is heard weekly on WAMC's Northeast Public Radio Network.

ENGL 017 Looking at Contemporary Documentary Photography (Same as Arth 017)

This course explores the evolution of modern documentary photography. We'll start with Robert Frank's *The Americans*, and consider how Frank's singular vision deeply shaped the next generation of photographers working the American streets and landscape. Diane Arbus, Bruce Davidson, William Klein, Lee Friedlander, Danny Lyon, Gary Winogrand are some of the photographers whose work we'll get to know well. We'll discuss the new wave of independent and Magnum photojournalists (Josef Koudleka, Susan Meiselas, Gilles Peress, Sebastio Salgado, and Alex Webb)—the wars they cover from Vietnam to Iraq to Bosnia, and the personal visions they explore. We'll explore the diverse currents of documentary photography through the work of Bill Burke, Larry Clark, Lois Conner, Linda Connor, Larry Fink, Nan Goldin, Emmet Gowin, Sally Mann, Mary Ellen Mark, Nicholas Nixon, and Abelardo Morell. We'll also explore the gray areas between photographic fact and personal fiction through the work of Duane Michaels, Joel Peter Witkin, and Carrie Mae Weems, and also the large-scale epic photographs of Gregory Crewdson, Jeff Wall, Philip-Lorca diCorcia, and Andreas Gursky. Slide presentations will occupy half of the first meetings and give way to discussion of issues in documentary photography.

Requirements: Students will be encouraged to work on individual projects of their own choice. Each student will 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. The course involves a field trip to New York City to visit collections at the Museum of Modern Art, the Whitney Museum of American Art, and the International Center of Photography, and to meet with curators of photography at these institutions.

No prerequisites. *Enrollment limit: 12.*

Meeting time: mornings. The course will meet three days a week for two hours.

Cost to students: \$30 for personal expenses for the New York field trip.

KEVIN BUBRISKI (Instructor)
FIX (Sponsor)

Kevin Bubriski has received photography fellowships from the Guggenheim Foundation, Fulbright Foundation, and National Endowment for the Arts. His photographic prints are in the permanent collections of the Metropolitan Museum of Art, the Museum of Modern Art in New York, and the Bibliotheque Nationale in Paris.

ENGL 018 English Rhymes and Rhythms

Blest be all metrical rules that forbid automatic responses,
Force us to have second thoughts, free from the fetters of self.
—W. H. Auden

This course is designed to increase awareness of the expressive possibilities of the traditional sounds of English verse, those established patterns of rhyme and rhythm from which "free verse" is free. We will not only read verse, but listen to it, speak it, and write it, in pursuit of a fuller experience of past and present poetry. Each student will also create a "memory anthology" of individually chosen poems. Our goal is to awaken the ear as well as the mind. Though the course should improve the ability to recognize and analyze poetic forms and prosodic effects, it will proceed through practical exercises rather than analytical essays, with a strong tilt toward the actual writing of verse. We will

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examine poems by such versifiers as Dr. Seuss, Shakespeare, Hopkins, Wilbur, and Larkin, with others suggested by the class, and verse written by class members. We'll end with a reading of Vikram Seth's brilliantly formal (and informal) novel in verse, *The Golden Gate*.

Students will be evaluated on the basis of their verse exercises, their regular and active attendance, and the care and commitment with which they present their anthologies, to be spoken from memory in the presence of the instructor.

No prerequisites. *Enrollment limit: 15. Priority given to seniors, then to other students.*

Meeting time: afternoons. The course will meet three or four times (as needed) each week for two hours.

Cost to student: \$25.

CLARA CLAIBORNE PARK (Instructor)
FIX (Sponsor)

Clara Claiborne Park is Senior Lecturer Emerita at Williams. Over the years, she has taught writing, Shakespeare, Milton, Dante, and Homer. Her most recent book, *Exiting Nirvana*, has been widely acclaimed.

ENGL 019 Representing Jazz (Same as Music 019)

The music called "Jazz" has been, in substance and in its associations, a rich cultural signifier. This course will examine various attempts in written and visual media, in commentary and in style, to define "jazz" and its cultural significance. Texts will include essays, fiction, poetry, autobiographical works, interviews, journalism, film clips, photographs, and paintings. We will give particular attention to musicians such as Louis Armstrong, Duke Ellington, Billie Holiday, and Charles Mingus. We will read texts by LeRoi Jones (Amiri Baraka), Ralph Ellison, Albert Murray, Bob Kaufman, Ntozake Shange, Whitney Balliett, and others.

Requirements: Students will be expected to contribute actively to the in-class analysis of texts and images. A class presentation and a final ten-page paper will also be required.

No prerequisites. *Enrollment limit: 15. Preference given to students with prior course work in African-American Studies, jazz, or photography.*

Meeting time: mornings. The course will meet three times a week.

Cost to student: \$75.

D. L. SMITH

ENGL 020 Journalism

In this introduction to journalism, students will learn reporting, writing, and editing skills through written assignments and in-class exercises. We will examine how different styles of writing serve different needs, and the practical and legal limits within which journalists work. Assignments will include writing news stories, feature articles, a review, and an editorial. Students will also practice the essential art of rewriting.

Requirements: Each student will submit articles on deadline; read and discuss current newspapers and magazines; and attend all classes.

No prerequisites. *Enrollment limit: 12. Preference given to first-year students.*

Meeting time: mornings. This course will meet four times a week for two hours.

Cost to student: \$30.

SALLY WHITE (Instructor)
FIX (Sponsor)

Sally White worked at Time Inc. magazines in New York and Washington for thirteen years. She is a graduate of Barnard College and the Columbia University Graduate School of Journalism. She now works as a freelance writer.

ENGL 022 Virginia Woolf (Same as Women's and Gender Studies 022)

This course explores Woolf's lyrical prose style and experimental form, her reexamination of traditional gender roles, and the ways in which her fiction transforms life into art. We will read and discuss *Mrs. Dalloway* and *To The Lighthouse*, two of Woolf's most innovative modern novels; *A Room of One's Own*, a revolutionary lecture on women and fiction; *Moments of Being*, two short memoirs which reminisce about her childhood and the reverberations of her parents' deaths; and selections from her private diary.

Requirements: regular attendance at class and a short written or oral response to each book.

No prerequisites. *Enrollment limit: 20. Preference given to majors or potential majors in English or Women's and Gender Studies.*

Meeting time: afternoons, three times a week for two hours.

Cost to student: \$55.

I. BELL

ENGL 023 Roland Barthes: The Romance and Poetry of Criticism (Same as Comparative Literature 012 and French 012)

(See under Comparative Literature for full description.)

ENGL 024 The Colonialist Vision (Same as Comparative Literature 011)

(See under Comparative Literature for full description.)

ENGL 025 Documentary Video

A bootcamp in video production. For twelve days, we will study non-fiction films and videos, discuss theoretical issues surrounding documentary, and hold training workshops in sound recording, lighting, and videography. We will then fly to Tucson, Arizona, where we will spend ten days shooting footage of Biosphere II and interview staff members and scientists. The footage—supplemented by additional shoots—will form the basis of an hour-length documentary. Approximately half of the students enrolled will have already done some work in video. Students with no such experience will be trained in skills—like sound recording and line production—that can be taught more quickly. All students will share in the conception and execution of the shoot.

Requirements: Students will be evaluated on attendance, active preparation for production, engagement with formal questions, and demonstration of relevant skills. A 10-page paper is also required.

No prerequisites. *Enrollment limit: 10. Preference will be given to students with experience in videography, video editing, audio recording, and still photography, independent of class year. All interested students must consult the instructor before registering for the course.*

Meeting time: For the first half of Winter Study, students will meet in the afternoon Monday through Friday for three hours a day. Following that, we will spend ten days shooting footage in Tucson and Oracle, Arizona. (Students should expect to work a minimum of four hours Monday through Friday while in Arizona.)

Cost to student: \$975.

ROSENHEIM

ENGL 027 Humor Writing (Same as Mathematics 010)

(See under Mathematics for full description.)

ENGL 028 Fantasy Novels of C.S. Lewis and Charles Williams (Same as Mathematics 014)

(See under Mathematics for full description.)

ENGL 030 Honors Project: Specialization Route

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

ENGL 031 Honors Project: Thesis

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

ENVIRONMENTAL STUDIES

ENVI 010 Writing and Drawing—The 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 Williams-town area and time indoors doing observational drawing, reflective writing, and reading and discussions of nature literature. The month's work will be contained in a nature journal, to be displayed and discussed as part of a final project.

Designed for students with interests in environmental studies, natural history writing, and drawing. No prerequisites. *Enrollment limit: 12.*

Meeting time: mornings.

Cost to student: \$50 for books and art supplies.

CLARE WALKER LESLIE and CHRISTIAN MCEWEN (Instructors)
K. LEE (Sponsor)

Clare Walker Leslie has written six books on nature drawing. She illustrated Prof. William T. Fox's *At the Sea's Edge*. Christian McEwen is the editor of *Jo's Girls: Tomboy Tales of High Adventure, True Grit and Real Life* (Beacon Press, 1997).

ENVI 011 Drawing to a Close: Illustrating Disappearing Farms (Same as ArtS 023 and INTR 011)

(See under IPECS—INTR 011 full full description.)

ENVI 012 Industrial Ecology

Incredible but true, at current rates by the year 2030 there will be 10 billion people living on this planet. If we assume each wanting high standards of living like the U.S. then we should expect the consumption of natural resources to produce 400 billion tons of solid waste every year. That is

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enough waste to bury greater Los Angeles 100 meters deep. Industrial ecology is a dynamic systems-based framework utilizing knowledge of ecological systems towards the design of economically wise industrial systems on every scale that minimizes the creation of waste and pollution. Our overly consumptive society has traditionally not paid adequate attention to issues of waste and pollution. As a result of this it is now highly important that future leaders in all fields have at least a basic understanding of what the practice of industrial ecology can bring to their organization and society as a whole. Journey on a voyage of discovery as we attempt to apply the waste and pollution free wisdom of natural systems towards the development of new ways of imagining industrial systems that mimic nature's efficiency and pollution free processes of production.

This course will utilize Williams College as an educational industrial site. We will create an ecological footprint of Williams that will help us to better understand resource consumption and waste production. We will further generate an input/output model of the college that will serve to help us track materials movement and energy use. Finally we attempt to pinpoint areas along the input/output model that are producing waste and pollution problems. Through group brainstorming, mind mapping, poems, field trips, and a game simulation activity, participants will learn creative ways of working towards solving problems of waste and pollution in an economical way.

Evaluation is based on the quality of the journal writing assignments and a 10-page final paper.

No prerequisites. *Enrollment limit: 16. If demand exceeds capacity, prospective students will be asked to describe their goals in a short e-mail application to the instructor.*

Meeting time: mornings, TR from 10-1. Some reading material will be assigned prior to the first class.

Cost to student: \$35 for book and reading packet.

ANTHONY SARKIS (Instructor)
K. LEE (Sponsor)

Anthony Sarkis is the creator and co-producer of a widely distributed video highlighting industrial ecology related practices of several New England Businesses. He served as project coordinator for Colorado during the National Town Meeting on Sustainability founded by the President's Council on Sustainable Development. Anthony recently presented a seminar on pollution prevention for the government of Nepal. He is currently Associate Director for a highly ranked M.S. level program in Environmental Management and Policy at Rensselaer Polytechnic Institute in Troy, New York.

ENVI 013 Global Climate Change

Global warming and the resulting climate change is considered by many to be the single most threatening environmental issue we will face in the coming century. While the processes that have led to the current crisis can be understood by the study of science, solutions to the problem must come from the intersection of science, economics, and policy.

Specific issues to be covered in this course include:

- * What is the scientific basis of global warming?
- * Is there consensus within the scientific community as to the severity of the problem?
- * What evidence supports or refutes the claim that anthropogenic sources are to blame?
- * What action is called for on the local, national, and international level, and is such action economically and politically feasible?

This course is designed to be an interdisciplinary overview of the issues surrounding global warming, including science, economics, policy, and politics. Classes will be a mixture of lecture, discussion, and presentations by guest speakers. We will learn to think critically about information on global warming that comes from different sources and interest groups. Readings for the course will include *The Heat Is On*, by Ross Gelbspan, scholarly publications, and articles from the mass media.

Evaluation will be based on class participation, a final paper, and a class presentation.

No prerequisites. *Enrollment limit: 15.*

Meeting time: afternoons. The course will meet three times per week for two hours.

Cost to student: \$50 for books and photocopies.

RACHEL LOUIS (Instructor)
K. LEE (Sponsor)

Rachel Louis works as the project coordinator at the Center for Environmental Studies. She holds a Master of Environmental Studies from the Yale School of Forestry and Environmental Studies and an MA in International Relations from Yale University.

ENVI 016 Tiny Footprint: Living Sustainably in the New Millennium (Same as Biology 016)

How much of the earth's natural resource do you currently consume on a daily basis? What are some of the technologies, changes in mind-set, and cultural movements that will enable you (or force you!) to live in a more sustainable way in the near future? How will such changes affect your quality

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of life? In this course each participant will address the first question quantitatively by estimating his or her ecological footprint. An ecological footprint is the area of land required to sustainably regenerate the natural resources consumed by daily actions. In class, we will discuss selected sustainable technologies (e.g., natural building, renewable energy systems, and hydroponic/aquaponic food production) and social issues dealing with sustainability. We will also engage in a few hands-on group projects, and take field trips to see houses built with renewable materials and talk with sustainable living pioneers. Each participant will then investigate a selected topic in sustainability, evaluating current consumption patterns, ways in which technology and/or behavior change could reduce environmental impact, and hypothesizing how that change would affect quality of life. Findings will be published on a new sustainable living website (tinyfootprint.org), which this class will organize and launch. (Web authoring tools and techniques will be presented if needed.) Evaluation is based on the research project, a web page design (10-page paper equivalent), and class participation.

No prerequisites. *Enrollment limit: 16. Preference will be given to Environmental Studies concentrators.*

Meeting time: MWR, 10 a.m.-noon, with some Tuesdays, 10 a.m.-4 p.m. reserved for field trips or web authoring tutorials.

Cost to student: \$15 for xeroxing reading packet and \$20 for two field trips.

SILVIO EBERHARDT (Instructor)
K. LEE (Sponsor)

Silvio Eberhardt holds B.S. degrees in Electrical Engineering and Biology from Lehigh University (where he also pursued a minor in "Humanities Perspectives in Technology") and a Ph.D. degree from The Johns Hopkins University. For the past 10 years he has taught computer engineering at Swarthmore College and Villanova University. During that time, he has avidly researched sustainable technologies for renewable energy systems, home construction (he participated in building a straw-bale/cob medical clinic near Ontario last summer), and food production (he has been running indoor hydroponic systems for the last 3 years). He plans to dedicate the rest of his career to sustainability.

ENVI 019 Introduction to Research in Environmental Science (Same as Chemistry 019)

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 Environmental Studies 102 *Introduction to Environmental Science*.

Format: laboratory research. 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 labs.*

Meeting time: mornings.

Cost to student: none.

KOEHLER and THOMAN

ENVI 027 Environmental Conflicts in The North East (Same as Economics 027)

(See under Economics for full description.)

ENVI 031 Senior Research and Thesis

To be taken by students registered for Environmental Studies 493-494.

GEOSCIENCES

GEOS 010 Geology of the National Parks

A vicarious trip through selected national parks of the U.S. and Canada with emphasis on the geological basis for their unique scenery. Areas to be studied will be chosen in order to illustrate a wide variety of geologic processes and products. The class will meet most mornings during the first two weeks for lectures and discussions, supplemented with lab work devoted to the interpretation of topographic and geologic maps and to the study of rock samples. Readings will include a paperback text as well as short publications of the U.S. Geological Survey and of various natural history associations. The second part of the month will involve independent study of topics chosen by the students in preparation for half-hour oral presentations during the last week. The oral reports will be comprehensive, well illustrated explanations of the geology of a particular national park or monument of the student's choice, using maps, slides, and reference materials available within the department and on the internet. A detailed outline and an accompanying bibliography will be submitted at the time of the oral presentation.

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Evaluation will be based on attendance and participation and on the quality of the final report.
No prerequisites. *Enrollment limit: 15. Open only to students with no previous college-level study of geology; preference will be given to first-year students.*
Meeting time: most mornings, 10:00-noon.
Cost to student: approximately \$60 for the text.

WOBUS

GEOS 031 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.
Prerequisite: German 101 or equivalent. Limited to German 101-102 students.
Meeting time: 9:00-9:50 a.m. Class meets three times a week for 50 minutes.
Cost to student: approximately \$5 for photocopied materials.

GERM 010 Marx and Nietzsche

Though radically opposed in their basic world views, Karl Marx (1818-83) and Friedrich Nietzsche (1844-1900) exhibited striking similarities in their critiques of modern bourgeois society as it was emerging in the nineteenth century. Their analyses of the religious, economic, political, sexual and linguistic predilections of the rising middle class continue to exert enormous influence on social critics today, even as the middle class reigns triumphant. We will compare and contrast their ideas in the context of German society from the final defeat of Napoleon (1815) to the start of the First World War (1914). We will also consider whether their relevance today is more than academic. Among works to be read: by Marx, "Early Writings," "The Communist Manifesto," "Capital" (selections), and by Nietzsche, "On the Use and Abuse of History," "The Gay Science" (selections), and "The Anti-Christ."

Evaluation will be based on two short papers.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings. We will meet three times a week for two-hour sessions.

Cost to student: \$60 for books.

B. KIEFFER

GERM 025 German in Germany

Begin or continue study of the German language 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, 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 Newman by December 1, at the latest. *Enrollment limit: 15. Not open to first-year students.*

Cost to student: \$1300 to \$1800 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 \$300.

G. NEWMAN

GERM 030 Honors Project

To be taken by honors candidates following other than the normal thesis route.

GERM 031 Senior Thesis

To be taken by students registered for German 493-494.

HISTORY

HIST 010 J.R.R. Tolkien, Middle Earth, and Modern Medievalism

This Winter Study explores how an Oxford professor of medieval English and Scandinavian linguistics wrote the two most influential works of fantasy literature, *The Hobbit* and *The Lord of the Rings*. We will investigate how Tolkien's mastery of Anglo-Saxon and Old Norse literature, as well

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as the culture of post-war Britain, shaped the creation of his fantasy-universe known as *Middle Earth*. By examining the works of Tolkien within their larger intellectual, social, and cultural contexts, we will uncover how an author of children's fantasy came to define the image of the Middle Ages in modern British and American popular culture.

Format: seminar. Evaluation will be based on class participation and a 10-page paper.

No prerequisites. *Enrollment limit: 10-30.*

Meeting time: mornings.

Cost to student: \$40 for books and photocopies.

GOLDBERG

HIST 011 Film and Empire

This course examines the ways in which colonial categories of race, class, sexuality, and ethnicity are represented in film. We will also discuss colonial violence and resistances in Africa and Asia. *Gandhi, The War of Algiers, Lawrence of Arabia, Zulu, Chocolat, Cry the Beloved Country*, are some of the films we will discuss.

Format: seminar. Evaluation will be based on class participation and a 10-page paper.

No prerequisites. *Enrollment limit: 25.*

Meeting time: afternoons.

Cost to student: \$40 for books and photocopies.

MUTONGI

HIST 012 Latina and Latino Migration Stories

Migration is often understood in the aggregate, as the mass movements of people. Yet migration is also an intensely personal experience. This course will explore how Latinas and Latinos have told their migration stories. After a brief historical overview of a particular group's migration history, we will read fictional and autobiographical accounts to address what life was like in the home country, the experience of the journey, and the challenges of adjusting to life in the United States.

Format: seminar. Evaluation will be based on class participation and a 10-page essay.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings. This course will meet twice a week for three hours.

Cost to students: \$30 for books and photocopies.

WHALEN

HIST 013 History of Sports in America

This course examines the development and explores the meanings of American sports from the colonial era through the twentieth century. Historically, sports have offered Americans an arena in which to play out many of the nation's most important and contentious cultural issues. Precisely because sports are largely seen as "apolitical," the meanings of race, gender, and class are worked out on the field with a candor not possible elsewhere. Through discussions of primary documents, both written and visual, and through an individual research project, we will examine the relationship between Americans and sports. In particular, we will focus on the links between sports and America's sense of itself as a nation, explore the effects of industrialization, urbanization, and immigration on sporting life and practice, and discuss the ways in which sports both reinforce and challenge historical meanings of racial and gender identity. We may even get in a game or two ourselves.

Format: seminar. Evaluation will be based on class participation and a 10-page research paper on a topic approved by the instructor. Required film viewing outside of scheduled class.

No prerequisites. *Enrollment limit: 20.*

Meeting time: afternoons. The course will meet twice weekly for three hours.

Cost to student: \$45 for books and photocopies.

MATTHEW RAFFETY '94 (Instructor)

W. WAGNER (Sponsor)

Matthew Raffety '94 is a Doctoral Candidate in American History at Columbia University and an instructor at Barnard College and Columbia College.

HIST 014 Ethics, Journalism and American Society

Why did scores of reporters shove microphones at Monica Lewinsky, even after she made it clear she was not granting interviews? Under what conditions, if any, should journalists lie to get a story? Should news organizations publish nasty allegations from anonymous sources? Is it ever proper for investigative reporters to go undercover? When, if ever, should hidden cameras and secret recording devices be deployed? Should reporters take big bucks to appear on TV talk shows?

Journalism used to be considered an honorable profession. And now? Recent opinion polls indicate that Americans trust reporters no more so than they do lawyers. Of late, journalists have been portrayed in mainstream American movies as bumbling, arrogant fools. The question is: To what degree have media ethics gone astray? This course will examine contemporary ethics in American

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journalism. Special focus will be given to the undercurrents in our society that are shaping today's interactions between the public and the media. The course will involve case studies, outside reading, movies and visits from working journalists.

Requirements: one 10-page paper and active participation in class discussions.

No prerequisites. *Enrollment limit: 30. Preference to those who have taken History 015.*

Meeting time: TR mornings.

Cost to student: \$30 for reading packet.

WILLY STERN '83 (Instructor)
W. WAGNER (Sponsor)

Willy Stern, '83, has worked as an investigative reporter throughout the United States and around the world.

HIST 015 Hands-On Investigative Reporting

So, you've always been intrigued by investigative reporters—or at least wondered how they dig up all that stuff.

Students will learn how to obtain information—confidential and otherwise—in a moral, responsible and effective fashion. First, the course will provide a hands-on approach to how investigative reporters gather information. What methods are actually used?

Second, this course will first take a hard look at investigative reporting in the U.S. Increasingly, American journalists are delving into topics in politics, in business, and in the lives of individuals that previously have been off-limits. At what point will the media have gone too far? Do prying journalists make for a better or worse American society? The course will include case studies, movies, outside readings and visits from working investigative journalists and a media attorney.

Requirements: an investigative project. Working in groups, students will be required to go out and search for hard-to-locate information in Williamstown.

No prerequisites, other than an insatiably curious mind. *Enrollment limit: 30.*

Meeting time: MWF mornings.

Cost to student: \$30 for reading packet.

WILLY STERN '83 (Instructor)
W. WAGNER (Sponsor)

Willy Stern, '83, has worked as an investigative reporter throughout the United States and around the world.

HIST 016 Social Justice and Mental Illness in America (Same as Psychology 016)

The historical and current treatment of mentally ill people in the United States reflects our social and political beliefs and values as much as it does the state of scientific knowledge. By studying the history of, and making intensive visits to, institutions for treating people who are mentally ill, we will seek to answer questions such as: how and why did "asylums" evolve? Why are so many people with mental illness found in jails today and why do some hospitals resemble jails? How are social justice and civil rights issues related to the practical issues facing mental patients and their families? Throughout the course, we will integrate historical and psychological perspectives.

Evaluation will be based on class participation and a 10-page paper.

Prerequisites: At least one regular semester course in Psychology. *Enrollment limit: 20.*

Meeting time: mornings.

Cost to student: \$30 for books and Xeroxes.

WILDER and HEATHERINGTON

HIST 017 History in Pieces

Burgoyne Surrounded, Mexican Cross, Log Cabin, Texas Star, Mariner's Compass, Storm at Sea, Drunkard's Path, Underground Railway are just a few of the many quilt patterns designed by our American ancestors, representing events, political or social, in this country in the eighteenth and nineteenth centuries. In this course students will study American history through quilts. At the same time, they will learn traditional and contemporary methods of quilt making. Each student will select a traditional American quilt pattern and reproduce that pattern in the form of a "sampler" block. In addition, each student will design and translate a twentieth-century event into a quilted wall hanging or lap quilt. Both completed pieces will be the basis of a quilt show to be scheduled during the second semester.

Evaluation will be based on regular participation in class and completion of the two quilt projects. Students should understand that these are time consuming projects and they must be prepared to put in considerable time beyond actual class hours.

No prerequisites, but sewing experience is useful. *Enrollment limit: 15.*

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Meeting time: MWR mornings.

Cost to student: \$100 for quilting supplies and reading materials. Students need to supply their own portable sewing machines.

SYBIL SHERMAN (Instructor)
W. WAGNER (Sponsor)

Ms. Sherman has 28 years experience as a quilter. She taught Fabric Palette, Quilt Canvas for the Williams College Art Department in January 2000 and 2001.

HIST 018 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 planner's expectations. The course will examine the major US 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.

Meeting time: afternoons. The course will meet twice a week for three hours.

Cost to student: \$30 for books and xeroxes.

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 031 Senior Thesis

To be taken by students registered for History 493-494.

HISTORY OF SCIENCE

HSCI 016 Ayurveda: Art of Healing (Same as Special 016)

This course will cover the history and roots of Ayurveda. We will study and discuss the cosmic evolution of this system as it is seen through Yoga. We will delve into ancient Vedic knowledge and discover how this science of health and longevity grew out of these ancient traditions. The students will be taught the basics of Ayurveda and its approach to health and balance through the study of the Doshas or biological humors and the four elements that govern them. The student will be exposed to pulse diagnosis, the use of herbs, the use of mantra in healing, jyotish (eastern astrology) and meditation. The student should leave with an understanding of their own make-up and how to keep themselves balanced and an understanding of the inherent balances found in nature and how they are applied to humans.

Students will be required to complete readings, participate in class discussions, keep a journal and submit a 10-page final paper.

No prerequisites. *Enrollment limit: 15.*

Meeting time: afternoons, 2 hours 3 times per week.

Cost to student: \$50.00.

Hilary Garivaltis, D.Ay is an Ayurvedic Practitioner trained through the New England Institute of Ayurvedic Medicine in Worcester Massachusetts and the Rishikesh College of Ayurveda in Rishikesh, India. Ms. Garivaltis has also studied extensively with teachers in the US to further her training in the art of Pancha Karma and meditation. She has a Diplomat of Ayurveda status recognized by the WHO and is a member in good standing of the American Association of Ayurveda. Ms. Garivaltis maintains a practice in Florida, MA.

INTERDEPARTMENTAL PROGRAM FOR EXPERIMENTAL AND CROSS-DISCIPLINARY STUDIES

INTR 010 Corporate Leadership and Social Responsibility

(See under Leadership Studies for full description.)

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INTR 011 Drawing to a Close: Illustrating Disappearing Farms (Same as ArtS 023 and Environmental Studies 011)

This studio/field course will illustrate, document, and interpret the abandonment of farms in the region over the past 50 years. In the 1950s there were dozens of dairy farms in Williamstown and now there are just two. The stories of why farms have disappeared are both intriguing and varied and will be explored through students using visual media (sketching, drawing, painting, and mixed media). Early in the course participants will study the landscape history of the region as well as learning drawing techniques. Then participants will be assigned to individual farms and farmers to interpret the past and present farmscapes and gain insights into the transitions out of agriculture. The course is taught by Mary Natalizia, a local artist and art teacher and Henry W. Art (ENVI/BIOL) who is a fellow of the Williams Center for Technology in the Arts and Humanities for the year. Professor Art is working on a project, *Half a Century of Land Use Change in Williamstown*, that explores the decline of farms through oral history, aerial and ground level photography. The creations of this course will be publicly displayed and may be included in a multi-media product on disappearing dairy farms that Prof. Art is producing.

Evaluation will be based on course participation, a journal, and creations.

No prerequisites. *Enrollment limit: 12. Selection will be based on a short e-mail statement, should the course be over-enrolled.*

Meeting time: mornings.

Cost to students: \$45 for materials.

ART and MARY NATALIZIA

Mary E. Natalizia has been a visual artist for over twenty years. She received a B.F.A. from the University of Massachusetts, Dartmouth and an M.A. from the Rhode Island School of Design. She has exhibited widely in the United States and has work in numerous collections. Her current work consists of large scale mixed media drawings which combine careful observation of nature with dreams and memories.

INTR 012 Philanthropy

(See under Leadership Studies for full description.)

INTR 013 Managing Non-Profits: An Insider's Look

(See under Leadership Studies for full description.)

INTR 017 Presidential Leadership: From Washington to FDR (Same as Political Science 017)

(See under Leadership Studies for full description.)

INTR 018 Wilderness Leadership

(See under Leadership Studies for full description.)

INTR 021 Power, Authority and Decisionmaking in the Public Sector (Same as Political Science 021)

(See under Leadership Studies for full description.)

INTR 025 Williams In Washington: Leadership in Our Nation's Capital

INTR 026 Panama: Leadership at the Crossroads of the World (Same as Political Science 026)

(See under Leadership Studies for full description.)

LEADERSHIP STUDIES

INTR 010 Corporate Leadership and Social Responsibility

This course considers the responsibilities of leadership in corporate life through the perspectives of visiting alumni who hold leadership positions in American corporations. It examines the social obligations created by success in business, the risks versus rewards of corporate leadership, the benefits and the costs of fulfilling or exceeding expectations, and the range of professional, social, and personal dilemmas faced by leading figures in modern corporations and institutions. Readings will include material from philosophy and psychology, as well as relevant biography and autobiography.

Evaluation will be based on attendance and participation in class discussions and a final 10-page paper.

No prerequisites. *Enrollment limited to 22.*

Cost to student: approximately \$30 for books.

Meeting time: mornings.

(This course is part of the Leadership Studies cluster.)

ZIMMERMAN

INTR 012 Philanthropy

This course will introduce students to the history of American philanthropy, its role in the support of cultural and social services, and its relevance to personal enrichment and fulfillment. Through a process that involves: (1) the identification and study of non-profit organizations in Berkshire County; (2) the evaluation of their missions and the effectiveness of their programs; and (3) the awarding of grants (with funds made available for that purpose), students will develop experientially-based knowledge of the non-profit organizations serving their community, the challenges of reconciling needs and resources, and the value of charitable giving as part of a balanced life.

Students enrolled in the course will be responsible for determining the structure of its grant-making process. The students will be responsible for discussing and deciding: (1) the types of organizations or activities they will consider for support; (2) the manner in which they will evaluate an organization's programs and needs; and (3) the number and size of grants. Each student will be responsible for choosing one non-profit organization to study and to present to the class for its consideration. The students' deliberations will be shaped and informed by guest speakers with professional and personal experience as philanthropists and by readings in the history and impact of American philanthropy. The course instructor will not serve any determining role in the allocation of funds. There will be no limits placed on how the students choose to execute their duties except that: (1) all grants must be made to non-profit (501(c)(3)) organizations in the local Berkshire community and (2) no grants may be made for political purposes or to Williams College. After grants have been awarded, students will evaluate and summarize their grant-making process in a written document submitted as part of the course requirement.

Students' evaluations will be based on the quality of their presentations on the non-profit organizations selected for advocacy, the quality of contributions to the class's discussion of granting policies and decisions, and final papers.

No prerequisites. *Enrollment limit: 15. Preference is given to juniors and seniors.*

Meeting time: variable days, in the morning.

Cost to student: \$25.

ROBERT I. LIPP '60 (Instructor)
G. GOETHALS (Sponsor)

Robert I. Lipp '60 is the chairman of Travelers Property Casualty Corporation. He recently stepped down as vice chairman and CEO of the Global Consumer Business of Citigroup to devote more time to philanthropy. He is a trustee of Williams College, Carnegie Hall, and MASS MoCA, president of the New York City Ballet, and chairman of Dance-On, a philanthropy dedicated to preparing dancers for second careers.

INTR 013 Managing Non-Profits: An Insider's Look

This course will focus on the study of the particular skills needed to run a successful non-profit organization, which include administration, creative vision, financial management, fund raising, and public accountability. It will also consider, absent the profit motive, what spurs a non-profit's pursuit of excellence. The syllabus is based on a series of case studies and presentations by administrators and directors from arts, social service, educational, and environmental organizations. Notable institutions, such as the New York City Ballet, the Children's Aid Society, and MASS MoCA, will be represented. Class discussion will be informed by assigned readings and organizational materials. A two- or three-day mid-week trip to New York City to visit non-profits and to attend performances by non-profit companies is also planned.

Student evaluation will be based on class attendance (which is required) and acceptable preparation as evidenced by class participation and familiarity with the assigned readings and other materials. Two students will be assigned to each class to act as co-leaders of the class discussion. They will be responsible for: (1) familiarizing themselves with the materials about the organization and the guest speaker; (2) undertaking additional reading and research on the subject of the organization's mission, and (3) preparing questions and discussion points. Finally, a 10-page paper will be due by the last day of class in which the student: (1) evaluates the organizations and executives s/he has studied in terms of integrity of mission and effectiveness in forwarding its cause; and (2) identifies the common characteristics or traits shared by the non-profit executives whom s/he considers most successful.

No prerequisites. *Enrollment limit: 15.*

Meeting time: variable days, in the afternoon; also a 2-day field trip to New York City.

Cost to student: \$50 for books and readings.

ROBERT I. LIPP '60 and MARY ELLEN CZERNIAK (Instructors)
G. GOETHALS (Sponsor)

Robert I. Lipp '60 is the chairman of Travelers Property Casualty Corporation. He recently stepped down as vice chairman and CEO of the Global Consumer Business of Citigroup to devote more time to philanthropy. He is a trustee of Williams College, Carnegie Hall, and MASS MoCA; presi-

Winter Study Program

dent of the New York City Ballet; and chairman of Dance-On, a philanthropy dedicated to preparing dancers for second careers.

Mary Ellen Czerniak has served as director of corporate and foundation relations at Williams since 1988. Her professional career has been spent in the non-profit sector, working in public relations and development in health care and higher education.

INTR 017 Presidential Leadership: From Washington to FDR (Same as Political Science 017)

In this course we will focus on the leadership of three of the greatest American presidents —George Washington, Theodore Roosevelt, and Franklin D. Roosevelt. We will study and discuss their political philosophies and accomplishments and analyze different aspects of their leadership strategies. What do these presidents teach us about character, conviction, presidential power, political ideology, class warfare, “big government,” the role of followers, and our constitutional system of checks and balances?

Requirements: In addition to three class meetings per week, students will write one 15-page research paper.

No prerequisites, but students with a background in American History and Political Science will be given preference. *Enrollment limit: 12.*

Meeting time: afternoons.

Cost to student: \$60 for books and \$24 for luncheons with the guest lecturers.

DUNN and JAMES MACGREGOR BURNS
Woodrow Wilson Professor Emeritus of Government

Dunn and Burns are co-authors of *The Three Roosevelts: Patrician Leaders Who Transformed America*. Professor Burns is also the author of *Roosevelt: The Lion and the Fox* and also *Roosevelt: The Soldier of Freedom*, which won the Pulitzer Prize.

INTR 018 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 last 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 group dynamics, 10-page paper and 2 class meetings pre and post trip. Evaluation will be based on a 10-page paper and class discussions.

No prerequisites. *Enrollment limit: 20. Not open to first-year students. Interested sophomores, juniors and seniors must consult with WOC Director before registration.*

Cost to student: varies depending on the program selected—range is generally from \$1,500-3,000.
S. LEWIS

INTR 021 Power, Authority and Decisionmaking in the Public Sector (Same as Political Science 021)

(See under Political Science for full description.)

INTR 025 Williams In Washington: Leadership in Our Nation's Capital

An on-site study of leadership in America's capital city. Students will spend two weeks in Washington, DC meeting with leaders in government, business, and the not-for-profit world. During the initial classes, students will study leadership theory, as well as participate in an assessment of their own leadership styles. While the focus of the course is leadership, the course also provides an overview of the political and public policy process, through the stories of guest speakers. The following issues are just some of those that will be considered: Is politics corrupt? What role does the media play in setting national policy? How do forces outside the nation's capital influence government? This course will be of interest to anyone who wants to understand Washington, D.C. and the people who live and work there.

Students will stay downtown, and will travel by metro to meeting locations around the district. A variety of activities will be available on both weekends and weekdays, including an informal meeting with D.C. area alumni. Travel to D.C. and housing is covered in the course fee—metro fares and most meals will be the

Winter Study Program

responsibility of participants.

Requirements: three short essays and one final paper of five pages; active participation in daily discussions. Prerequisites: Preference will be given to Leadership Studies students. All students should consult with the instructor prior to registering. *Enrollment limit: 10* (10 students will also be admitted from UMD).

Meeting time: daily. Time will vary depending on speaker availability. Students can expect to have the occasional "full" day.

Cost to student: \$800 includes travel (air and roundtrip van to Albany and BWI airport), course materials, and downtown lodging. Students will be responsible for local transportation via metro, most meals and other incidentals.

LISA CAREY MOORE and GEORGIA SORENSON (Instructors)
G. GOETHALS (Sponsor)

Dr. Sorenson is a Senior Scholar at The James MacGregor Burns Academy of Leadership at the University of Maryland. She is an established Leadership scholar, and has written a number of articles on the subject, and most recently, coauthored the book "Dead Center: Clinton-Gore Leadership and the Perils of Moderation" with James MacGregor Burns. Her undergraduate teaching includes courses on Presidential Leadership, Leadership Theory, Group and Organization Behavior, and Theories of Feminism. The course will be co-taught by Lisa Carey Moore, Leadership Programs Coordinator. Prior to joining the Leadership Studies program at Williams, Ms. Carey Moore was the Director of Public Policy for a regional non-profit group, and worked extensively in Washington as an advocate for issues pertaining to clean water and the environment.

INTR 026 Panama: Leadership at the Crossroads of the World (Same as Political Science 026)

At the "crossroads of the world," Panama provides an ideal venue from which students can study leadership in a multicultural and international context. As a gateway, Panama and its canal are symbols of globalization that can help students understand many of the forces affecting the contemporary world. Students will spend nearly the entire January term in Panama, where they will reside in newly renovated apartments at the Ciudad del Saber or the City of Knowledge, located near the Pacific entrance of the Panama Canal and within a short distance from Panama City (www.ciudad-delsaber.org.pa). A former military base for U.S. forces during their administration of the Canal Zone (and with all the recreational resources of a former command post of high import), the area now serves as a research center, technology park and residence for visiting universities from around the world.

During their stay, students will be engaged in classes and field trip with ample time for independent exploration. Topics include: Latin American History; Society and Politics; The New World Economy; The Social and Ecological Ramifications of Globalization; and New Technologies and Future Opportunities. The course is team-taught by Professors from Williams, professionals in Panama, and visiting experts from the Smithsonian Tropic Research Institute based in Panama. Field trips include such itineraries as a visit to Parliament and other government building in Panama City, a transit of the Panama Canal (and a visit to the Panama Canal Authority and Museum), an overnight to the archeological site Cerro Juan Diaz on the Pacific side of the country, and a visit to the new Galeta Marine Laboratory in Colon at the Atlantic entrance of the Canal. Opportunities for interaction with students from other universities will be offered, both in the classroom setting, and in less formal, social outings.

Evaluation will be based on class participation; completion of an interview of a Panamanian citizen, and a 10-page paper at the conclusion of the course.

No prerequisites, but while a working knowledge of Spanish isn't required, familiarity with the language will enhance a student's experience while in Panama. *Enrollment limit: 15. Preference will be given to students with course work in Latin-American Studies, Leadership Studies, and/or Political Science.*

Cost to student: \$1,775.

G. GOETHALS, MAHON and CARLOS GUEVARA MANN, PhD

Dr. Guevara Mann was born in Panama City, Republic of Panama. He received his PhD in Government and International Studies from the University of Notre Dame. He has served in both the public and private sector in Panama. Between September 1999 and 2000, he was the Director-General of Foreign Policy, Secretary of the national Foreign Relations Council, and Political Advisor to the Foreign Minister. He has also worked as chief Credit Analysis and consultant at Lloyds TSB Bank Plc, and other financial institutions from 1993-1997. He serves on numerous boards and is currently working as a political and business consultant.

Winter Study Program

LINGUISTICS

LING 010 Introduction to the Japanese Language and Culture (Same as Japanese 010)

(See under Japanese for full description.)

MATHEMATICS and STATISTICS

MATH 010 Humor Writing (Same as English 027)

What is humor? The dichotomy inherent in the pursuit of comedic intent while confronting the reality of attempting to comprehend 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. And we'll read some humor, too.

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, 2001? These are just a few of the questions we will not explore in this course. No, we won't have time because we will be busy writing. (But if you know the answer to the third question, there's a \$10 reward.) Produce or become produce. We will publish the best student work to distribute on campus.

Requirements: reading, attendance, participation and writing at least 20 pages of material.

Prerequisites: Sense of humor (broadly interpreted). *Enrollment limit: 15. (No slackers need apply.)*

Meeting time: mornings. Plan to meet 6 hours a week, and to spend at least 20 hours a week on the course.

Cost to student: \$30.

C. ADAMS

Colin Adams is the humor columnist for the *Mathematical Intelligencer*.

MATH 012 The Art of Chess

Chess is a beautiful and very inspiring game. No game has surpassed chess in its popularity in all countries for many centuries. One of the oldest games, it has a history spanning 1400 years and has offered inspiration to scientists, artists, and writers. Such is the subtlety of the game that no one has been able to determine whether it is an art, a science, a sport, or a combination of them all. This course will be an introduction to the beautiful and inspiring world of chess.

Topics include basic principles: openings, middle-game and endings; mathematical aspects of chess; general theory of a middle-game play; end-game strategies. We will look at some famous games, discuss chess problems and organize a tournament among students and computer programs. Evaluation will be based on class participation and problem assignments.

No prerequisites. *Enrollment limit: 20.*

Meeting time: afternoons.

Cost to student: \$30 for Xeroxed materials and miscellaneous supplies.

CHKHENKELI

MATH 013 Concealing, Stealing and Revealing Data: The Science and Politics of Encryption

Throughout history, wars have been won and lost based on a military's ability to successfully send secret messages and to break the enemy's secret codes. In fact, until the last century, most uses for encryption were related to the military. Since the invention of high-powered computers and the Internet, however, there has been an explosion in the need for and usage of encryption. In the 1970's, public-key encryption was invented, allowing two parties who want to communicate in a secure way to do so even without already sharing a secret "key". Today, there are numerous mathematical methods used for encryption - many which are surprisingly simple. In this course, we will study some of the more popular methods, including the Diffie-Hellman public-key exchange, RSA, and PGP. We will also discuss the increasing number of uses of encryption, including the securing of transactions on the Internet, "digital fingerprints," and recent attempts to digitally protect copyrighted text, music and video. Finally, we will discuss the opportunities and challenges that the invention of these cryptosystems has presented individuals, businesses and the United States government. Until about two years ago it was illegal to export "strong" encryption. Today companies with copyright concerns are attempting to literally remove certain simple and relatively well known decryption algorithms from the realm of public knowledge. In this course, we will study the history and political atmosphere surrounding these issues, and discuss some of the controversies that are shaping up for the years to come.

Winter Study Program

Evaluation will be based on daily homework, participation in class discussions and a project. Students should expect to spend at least 20 hours per week (not including class time) on the course. No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings—six hours per week.

Cost to student: \$40 for books.

LOEPP and IAN ROBERTSON (Instructors)
O. R. BEAVER (Sponsor)

Ian Robertson holds a Ph.D. in mathematics from the University of Chicago. He currently works for eZiba.com in North Adams as a software development engineer.

MATH 014 Fantasy Novels of C.S. Lewis and Charles Williams (Same as English 028)

Both Lewis and Williams were members of *The Inklings*, the remarkable group of British authors and thinkers who met regularly at “The Eagle and Child” Pub in Oxford, where writers (including Tolkien) read their works in progress to one another. Lewis is well-known; the works of Williams have received less recognition, but were admired by W.H. Auden, Dorothy L. Sayers, and T.S. Eliot. Both Lewis and Williams approached their work as staunch Anglican Christians, and their point of view will be respected in this course; however, their novels can speak to the lives of all readers who are sensitive to their own world and to human relationships.

Readings will include the *Ransom Trilogy* of Lewis: *Out of the Silent Planet*, *Perelandra*, and *That Hideous Strength* (often called “the Charles Williams novel written by C.S. Lewis”), and Williams’s *War in Heaven* and *Descent into Hell* (which Lewis listed as one of the ten books which most influenced his own thinking). The month will conclude with Lewis’s final novel *Till We Have Faces*.

Evaluation will be based on attendance and participation in all discussions. The final project will be a 10- to 20-page short story in the style of, incorporating some ideas of, or using literary techniques of the novels read. Alternatively, students may choose to write an expository or critical paper of about 15 pages relating some or all of the novels read to other fiction by these two authors or to works of comparable writers such as George MacDonald, Madeleine l’Engle, or J.K. Rowling.

No prerequisites. *Enrollment limit: 14.*

Meeting time: mornings.

Cost to student: \$40-50 for books.

V. HILL

MATH 017 Introduction to Acting (Same as Special 017)

In this course students will learn basic acting techniques and methods. Improvisation, theater games, script evaluation and characterization analysis will be used to explore and create characters in a given scene or monologue. No experience is required. At the end of the course, students will present a public performance.

Admission into the class will be based on interviews. Evaluation will be based on final performance and class participation. Course attendance is mandatory.

Enrollment limit: 15.

Meeting time: mornings, 10a.m.-noon., 3 times per week.

Cost to student: \$25.

A. ADAMS (Instructor)
O. R. BEAVER (Sponsor)

Amelia Adams is a regional actor who has performed in a variety of theatrical and commercial venues over the last ten years. She is a member of the Actor’s Equity Association and the American Federation of Radio and Television actors.

MATH 025 The San Diego Mathematics Meetings

We will attend the Joint Annual Mathematics Meetings in San Diego, California, January 4-10, 2002, with some necessary preparations beforehand and follow-up activities back at Williams. At the meetings in San Diego, students will attend talks and other events, interview mathematicians, and possibly make presentations or organize events themselves. Back at Williams, they will pursue topics of interest, make presentations, write articles, and submit them to periodicals or other media, including my Math Chat column at MathChat.org.

Evaluation will be based on all activities and products.

Prerequisite: Mathematics 103 or high school calculus. *Enrollment limit: 12. Students need to consult the instructor before registration.*

Meeting time: mornings, MWF at Williams.

Cost to student: \$1000 for travel expenses.

MORGAN

MATH 030 Senior Project

To be taken by candidates for honors in Mathematics other than by thesis route.

Winter Study Program

MATH 031 Senior Thesis

To be taken by students registered for Mathematics 493-494.

MUSIC

MUS 010 Chamber Music Performance

A project offering focused rehearsal and performance of chamber music for string and piano players (a few wind players might be accommodated). The repertoire might include, but is not limited to, string trios, quartets, quintets; piano trios, quartets, quintets; string quartets or quintets with one wind instrument; and piano plus one string instrument sonatas. Ensembles will explore various works from the repertoire at the beginning of the course and select a program for performance. Small ensembles may combine to perform works for larger ensembles. Small ensembles will rehearse daily, and large ensembles three times a week. Students are expected to maintain a regular schedule of individual practice.

During each of the second and third weeks, one two-hour class will be held for all participants to meet together in addition to ensemble coachings. Activities will include discussion of performance-related questions, guided listening to selected repertoire, and ensembles performing for each other. Performances of all ensembles will be scheduled, both on campus and off, during the final week of Winter Study.

Evaluation will be based on faithful attendance at rehearsals, classes, coaching sessions, and appropriate performances.

Prerequisites: approval of instructor. You must see Mr. Feldman during fall registration period. Previous participation in music department ensembles suggested; audition (in the fall) may be necessary for placing student with others of similar ability. *Enrollment limit: 19.*

Meeting time: MTWR, 1-3 p.m.

Cost to student: none, although students may prefer to purchase their own copies of the music.

RONALD FELDMAN

Artist in Residence in Orchestral and Instrumental Performance

MUS 011 Music and Film

This course will involve an intensive study of the history, theory, and interpretation of film music. We will begin by creatively considering how film and music might be united in the cinema and with introductory readings in film music theory and history. We will then focus our interpretive and analytical work and class discussions on selected films. While most of our attention will be devoted to the work of major composers and directors of American and European film (with possible examples from Japanese and Indian cinema), we will also consider more specialized subjects related to the instructor's research. Sample topics to be explored include: music and the silent film; Hollywood musicals; opera and film; Herrmann and Hitchcock; Rota and Fellini; music's role in cinematic propaganda; rock music video; Kubrick's musical decisions; psychoanalytic interpretations of film sound.

This course will meet for two hours three times a week in the morning. Students are also required to attend three 90-120 minute film screenings each week either in the late afternoon or early evening in addition to completing the assigned reading before each class meeting.

Evaluation will be based on active participation in class discussions and one 12- to 14-page paper or a creative film music project approved by the instructor.

No prerequisites, although prior experience in film studies or some musical background will enable students to engage more fully in the course's interpretive and analytical work. *Enrollment limit: 15. Preference will be given to those applicants with demonstrated successful experience in music, film, or theater courses or with documented experience in film or multimedia creative work.*

Meeting time: TWR, 10 a.m.-noon. Film screenings, MTW either in the late afternoon or early evening.

Cost to student: \$60 for two paperback books and photocopies.

A. SHEPPARD

MUS 012 The Art of Musical Storytelling

How can music tell a story? How do composers convey shifts in time (e.g., flashbacks and foreshadowings), physical description, dramatic action, and point of view? This seminar will explore narrative techniques in a range of vocal and instrumental genres. Readings in literary and musical theory, criticism, and aesthetics. Musical works by Schubert, Bach, Verdi, Wagner, Berlioz, Chopin, and Beethoven, among others.

Evaluation will be based on class participation and several papers.

Prerequisites: ability to read music. *Enrollment limit: 19.*

Meeting time: MTWR, 10 a.m.-noon.

Cost to student: none.

HIRSCH

Winter Study Program

MUS 013 The Contemporary Singer/Songwriter

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.

In order to pass this course, each student will be expected to complete a minimum of two songs, both music and lyrics. One of these songs will be presented during the final performance, preferably by the student. If not, the student must arrange for someone else in the class to assist him or her. Also, a 2-page paper will be passed in on the last day of class.

No prerequisites, although students with musical backgrounds and the ability to play an instrument may be given preference for entry. *Enrollment limit: 15.*

Meeting time: afternoons, TWR for two-hour sessions.

Cost to student: \$75 for books and xeroxing costs.

BERNICE LEWIS (Instructor)
D. MOORE (Sponsor)

Bernice Lewis is an accomplished singer and songwriter who has performed her work throughout the country. She lives in Williamstown.

MUS 014 Advanced Songwriting Workshop

This course will be a continuum of the WSP The Contemporary Singer/Songwriter. We will go deeper into the songwriting process here. Students will be responsible for completing at least one song per week. We will spend at least one session per week listening and critiquing recorded music. We will use the remaining time to listen to and critique each other. We will continue using journal writing as a creative tool.

Further vocal instruction will be provided as well as a deeper understanding of performing techniques.

Requirements: consistent class attendance is mandatory. Students will be expected to produce at least one song per week, to edit and re-write their work based on class feedback. They will also be required to arrange, promote, and perform in a public performance. They will be expected to present twenty minutes of original material, the bulk of which was created during this course.

Prerequisite: Only students who have successfully completed WSP course *The Contemporary Singer/Songwriter* will be accepted in the Advanced Songwriting Workshop. *Enrollment limit: 10. Preference will be given to seniors and juniors who have taken The Contemporary Singer/Songwriter.*

Meeting time: TWR, 10 a.m.-noon.

Cost to student: \$75.00 for books and xeroxing costs.

BERNICE LEWIS (Instructor)
D. MOORE (Sponsor)

Bernice Lewis is an accomplished singer and songwriter who has performed her work throughout the country. She lives in Williamstown.

MUS 019 Representing Jazz (Same as English 019)

(See under English for full description.)

MUS 021 Individual Vocal and Instrumental Instruction

Individual lessons in voice, keyboard and most orchestral instruments offered during Winter Study. Four lessons, given at approximate 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. For further information and guidelines, or to secure a contract for lessons, see the Department Chair, Douglas Moore.

Prerequisite: Music 103 or permission of the Department Chair.

Cost to student: \$100.

Staff

MUS 025 Cuban Music and Dance

In the form of salsa, Latin jazz, mambo, or rumba, Afro-Cuban music and dance has had a world-wide impact for more than seventy years. This intensive winter study course will take students to Cuba to study Afro-Cuban music and dance (primarily rumba and son) on one of two tracks—either as composers or as performers (musicians or dancers).

On Mondays, Wednesdays, and Fridays, performers and composers will have 4 hours per day of instruction with members of Afro-Cuba, a renowned folkloric performing ensemble. Founded in 1957, members of this group trace their ancestry to Nigeria and the Congo, they perform religious and secular music derived from these traditions.

On Tuesdays and Thursdays, performers will practice and discuss what they have learned from

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Afro-Cuba and work with Prof. Ernest Brown and Kwe Yao Agyapon, artist in residence in dance, learning about Cuban music and dance—their history, role in Cuban culture, and world-wide impact. On these days, composers will practice what they have learned from Afro-Cuba and work with Prof. Ileana Perez Velasquez on compositions inspired by their encounter with Afro-Cuban music and dance. Students who play guitar, bass, trumpet, or other instruments should bring them. A piano will be provided. Up to 8 student composers will work with Prof. Perez Velasquez and 12 musicians or dancers with Prof. Brown and Mr. Agyapon. If feasible, this course will culminate in a free public performance of materials learned.

Evaluation in both sections of the course will be based on participation, progress in the development of performance or compositional skills, and a 10-page paper or its equivalent. Students must attend every class and may not miss more than one class and pass this course.

No prerequisites, but experience and skill as a composer, musician, or dancer preferred. Fluency in Spanish is not required but is very helpful. For composers, write a letter to Prof. Perez Velasquez, explaining your experience and interest in this course. For dancers and musicians, write a letter to Prof. Brown explaining your experience and interest in this course. *Enrollment limit: 8 composers, 12 musicians or dancers.*

Cost to student: approximately \$2800.

E. D. BROWN and PEREZ VELASQUEZ

MUS 031 Senior Thesis

To be taken by students registered for Music 493, 494.

NEUROSCIENCE

NSCI 031 Senior Thesis

To be taken by students registered for Neuroscience 493-494.

PHILOSOPHY

PHIL 010 The Possibilities of Hypertext

Text is linear: you read it in a straight line, from beginning to end. Hypertext is non-linear: you start reading somewhere, proceed until you encounter an interesting link, click, and poof - you're transported somewhere else. Some people claim this makes hypertext capable of changing the way we think. Traditional text, so the claim goes, can communicate only those thoughts or contents that are amenable to expression in a linear form. By employing the non-linear form of hypertext, then, we might be able to express thoughts that simply cannot be communicated in books or essays. This course will explore the possibilities of hypertext. We will read hypertexts and discussions of hypertext, and each student will create his or her own hypertext as a final project.

Evaluation will be based on the quality of the final hypertext project, and on attendance and participation. We will meet three times a week for two-hour sessions, with additional computer-lab times scheduled as needed. Most work on the hypertext projects will be completed outside of class. No prerequisites. *Enrollment limit: 15. Preference given to seniors.*

Meeting time: mornings.

Cost to student: \$50-\$100 for software and reading materials.

DUDLEY

PHIL 011 Why New Englanders Eat What They Eat

Have you ever wondered why the food of New England is sugary and bland: is it the people, the land, the economy? Do New Englanders like their diets or are they forced into them? This course will investigate these kinds of questions by looking at the political, economic, cultural, and climatic factors that have shaped the diet and culture of New Englanders.

We will begin our course by learning about the ecology and culture of food developed by Native Americans: how did they hunt, gather and farm, and how did their methods of procuring food form their relationship to nature and to each other? Then we will consider the diet of the first European settlers and their interaction with Native Americans. Issues such as differing uses of the land, what was considered by the term "property," and what was being sold by the Native Americans to the settlers will be considered. Next we will examine how food was used to try to socialize the next wave of immigrants to New England and how women used food to gain entrance to higher education, which also opened the door to science in food. Finally we will look at international issues such as genetically modified foods, the economic and cultural impact of agribusiness, over-fishing the seas and pollution as it relates to our food. We will enjoy a historically accurate demonstration of life in the 1700's at Historic Deerfield and a guest speaker.

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Reading list: *Change in the Land*, William Cronon; *Unredeemed Captive*, John Demos; *Cod*, Mark Kurlansky; *Perfection Salad*, Laura Shapiro; *Runaway World*, Anthony Giddens.

Requirements: a 10-page essay on a topic of your choosing.

Meeting time: afternoons.

Cost to students: \$50-\$100 for books.

ROBIN LENZ MACDONALD (Instructor)

A. WHITE (Sponsor)

Robin MacDonald received her B.A. and M.A. in Political Science from UC Berkeley. She has written several articles about "food and its history" and has extensive experience in her field.

PHIL 031 Senior Thesis

To be taken by students registered for Philosophy 493-494.

PHYSICS

PHYS 010 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.

No prerequisites. *Enrollment limit: 28. Preference will be given to students with no previous college course in physics more advanced than Physics 100.*

Meeting time: At the beginning of WSP, the class will meet for lecture and discussion three mornings a week and for lab twice a week. Later classes will be mainly laboratory.

Cost to student: \$50 for holographic film, chemicals, and photocopies.

STRAIT

PHYS 011 Introduction to Computer Aided Drafting and Design (CADD) (Same as ArtS 022)

Students will gain a fundamental knowledge of techniques used in two dimensional (2D) and three dimensional (3D) computer aided drafting. The course begins with an emphasis on CADD nomenclature as applied to drawing in 2D. We then become concerned with drawing in 3D and visualizing spatial relationships by creating wireframe entities of shapes found in everyday life. This will lead to 3D surface and solid modeling techniques including Boolean operations, mass recognition and shape manipulation. Following this introduction, the students will be challenged to explore creating objects of their choosing and develop photorealistic renderings with differing light sources and changing textures. Art, science, mathematics, and other students who are interested in communicating their design ideas in a 3D form will find this course interesting, as well as those students seeking exposure to an engineering point of view. Students will create a computer solid model of a design idea and develop the photorealistic rendering that optimizes their design's presentation. This rendering together with the student's 2D and 3D drawings will form the basis for evaluating his/her success.

No prerequisites other than a familiarity with the Windows operating system. *Enrollment limit: 15.*

Meeting time: 1-4 p.m. three times per week. This is a fast moving course. The creative renderings will reward the student's commitment to attendance and lab time.

Cost to student: \$200 for the CADKEY Windows software package.

JOHN MUELLER (Instructor)

STRAIT (Sponsor)

John L. Mueller is Professor Emeritus at the City University of New York. His work encompasses a wide range of product design and Rapid Prototyping. He received his B.M.E. from the Cooper Union and M.M.E. from Columbia University.

PHYS 012 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 granted by angels, 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, and a still life drawn from a plaster cast. 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

Winter Study Program

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.

No prerequisites. *Enrollment limit: 30. Preference given to juniors and seniors. The course will meet in two sections of 15.*

Meeting time: two times per week (3 hours a class) in the afternoon with substantial additional independent student work.

Cost to student: \$30 for text and drawing materials.

FRED X. BROWNSTEIN (Instructor)
K. JONES (Sponsor)

Fred X. Brownstein is teaching part time at the Lyme Academy of Fine Arts in Old Lyme, CT. He teaches workshops in the summer at the Carving Studio in West Rutland, VT and one at the Scottsdale Artists' School in Scottsdale, AZ. He graduated from the San Francisco Art Institute with a B.F.A. in 1970 and then studied the figure with Signorina Nerima Simi at her studio in Florence, Italy. He also apprenticed in the marble studio of Enzo Pasquini in Querceta, Italy for four years to learn the Italian carving techniques.

PHYS 013 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.*

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.

Cost to student: \$45 for text.

MICHAEL FRANCO (Instructor)
K. JONES (Sponsor)

Michael Franco is the owner of Flamingo Motors in Williamstown.

PHYS 014 The Making of the Atomic Bomb

We will delve into the science of the atomic bomb and its technological impact. Richard Rhodes' Pulitzer Prize winning account of the Manhattan Project plus movies, plays, and biographies of participants will form the basis for explosive discussions, posters, papers, presentations, and a few simple calculations. (1000 pages to read thoughtfully).

Prerequisites: High school physics. *Enrollment limit: 15.*

Meeting time: afternoons.

Cost to student: \$50.

AALBERTS

PHYS 022 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.

Prerequisite: Permission of specific instructor. *Enrollment limited to 1 or 2 per project.*

Meeting time: to be arranged with instructor.

Cost to student: none.

K. JONES and members of the department

PHYS 031 Senior Thesis

To be taken by students registered for Physics 493, 494.

POLITICAL ECONOMY

POEC 026 Healthcare in Havana: A Comparative Study of Resource Allocation and Public Health Policy (Same as Special 026)

The claim is frequently made that the American healthcare system is the best in the world. What constitutes a “good” healthcare system? What tools can we use to comparatively evaluate systems of healthcare delivery? By what measures can we gauge their abilities to meet the needs of their societies? Is there a role for principles of equity and distributive justice in prioritizing and allocating healthcare resources? This Winter Study course aims to explore these and many other questions by spending three weeks in Cuba investigating a healthcare system very different from our own. We plan to visit a number of sites to gain a deeper understanding of Cuban healthcare: hospitals; free clinics; pharmaceutical offices; government offices; and community health centers, among others. The course will focus on issues such as HIV and AIDS prevention and management in a developing country; maternal-child health and prenatal preventive care; the impact of a non-market, centralized economy on healthcare delivery; end-of-life care; and the unique ability of a nationalized healthcare system to promote a unified public health agenda. Our base will be in Havana, where we will stay in the dormitories of the National School of Public Health. From Havana, we will take several day and weekend trips to rural Cuban communities and points of interest around the island. We will involve ourselves in many aspects of Cuban culture, from history and politics to the local art and music scene. Readings, formal and informal discussions with Cuban citizens and healthcare professionals, small-group workshops, and sharing of journal reflections will complement our experiences. We have been coordinating with MEDICC, an organization that routinely organizes trips of this sort for American medical students.

No prerequisites, but previous Spanish language experience is preferred. *Enrollment limit: 10-15.* Cost to student: \$2000 per person (includes airfare, 3 weeks lodging, transportation, most expenses on the island, and most meals.)

MEGAN MOORE, JAMES MURA, DAVID ELPERN (Instructors)
MAHON (Sponsor)

Megan Moore (Williams '98 and Harvard Medical School '02), James Mura (Williams '97 and Albany Medical College '03), and David Elpern, MD.

POEC 031 Honors Thesis

To be taken by students registered for Political Economy 493.

POLITICAL SCIENCE

PSCI 010 Controversial Issues in Education

This seminar is designed to explore controversies in primary and secondary education in the United States. We will begin by considering the major challenges facing public education, including retaining qualified teachers and administrators, curbing school violence, and addressing inequities in funding. We then will consider the main proposals for and the likely consequences of various proposals for reform. In particular, the course will address debates about “high stake” testing, bilingual education, special and gifted education; charter schools, vouchers, and education-for-profit program; and curriculum theory and the role of character education. While evaluating the sides of each issue, students will consider the philosophy grounding each perspective and the political and social effects of the different methods of reform. Texts will include: James Wm. Noll, *Taking Sides: Clashing Views on Controversial Educational Issues*; Alfie Kohn, *The Schools our Children Deserve*; E.D. Hirsch, *The Schools We Need and Why We Don't Have Them*; and a reader of articles and essays.

Requirements: Students enrolled in the seminar are expected to complete reading assignments and engage actively in class discussions. Each student will select an educational issue to research in depth and present in a 10- to 12-page paper at close of the term.

No prerequisites. *Enrollment limit: 15.*

Meeting time: MW **EVENINGS**.

Cost to students: books and reading materials.

MARY ALVORD (Instructor)
JACOBSON (Sponsor)

Mary Alvord has extensive experience as a teacher and administrator within the New York City public school system. Currently, she is a doctoral candidate at Teachers College, Columbia University where she has an appointment in the Department of Arts and Humanities.

Winter Study Program

PSCI 011 The Development of Inuit Art

Inuit art (which includes the following genre of art: sculpture, graphic arts, as well as jewelry, wall hangings, pottery and other modes) is a very modern development. It can be dated very precisely to the early 1950s. Since that beginning it has gained world-wide attention. There are galleries of Inuit art not only through out Canada and the United States but also Europe and Asia. Inuit art is included in the collections of major museums throughout the world. The production of Inuit art developed in response to the sudden change in Inuit life from nomadic subsistence in the norther arctic regions of Canada to fixed settlements on Baffin Island and regions around Hudson Bay and the consequent need to create a cash based economy. The course will cover the development of Inuit art focusing on the major centers (Cape Dorset, Baker Lake, Arviat, etc.), the major artists (Kenojuak, Oonark, George Arlook, Latcholassie, Parr, Pauta, etc.) and the major forms of sculpture and print making. The changing character of Inuit life and governance (the Canadian government recently completed a major reconstitution granting much of the people of the arctic north autonomy as a self-governing region called Nunavut). In addition to the technical development of the art, its history and the biography of the major artists, we will be exploring the cultural context of Inuit art to the Inuit as well as to the international market. There will be assigned readings and a paper assignment with students choosing from the following topics: a study of a particular work of art, the work of a particular artist, some aspect of Inuit life or politics, or economic analyses (e.g., using Inuit art auction results over the years). There will be visiting lectures by major Inuit art dealers.

Evaluation will be based on the paper, class attendance and participation.

No prerequisites. *Enrollment limit: 25.*

Meeting time: afternoons, three classes per week.

Cost to student: \$50 for readings.

MARCUS

PSCI 012 Presidential Elections

This course traces the electoral problems of the presidential election of 2000 back to the root causes from the drafting of the U.S. Constitution to the U.S. Supreme Court decision of Bush v. Gore. This course includes a mix of political history, constitutional law, state elections laws, and the presidential electoral process. Guest speakers, subject to availability, involved with various aspects of the presidential electoral process will offer their perspectives regarding such elections.

Students will be required to prepare a 10-page paper on the topic of retaining or changing the presidential election system which in addition to being submitted to the Instructor, will also be sent by the students to their two respective U.S. Senators and their U.S. Representative.

No prerequisites, except for an interest in politics. *Enrollment limit: 15.*

Meeting time: afternoons.

Cost to student: reading packet.

ROBERT F. JAKUBOWICZ (Instructor)
JACOBSOHN (Sponsor)

Mr. Jakubowicz is a lawyer who has served in the Massachusetts legislature. He writes a monthly column on law and politics for the Berkshire Eagle. His articles have also appeared in the Boston Globe, Boston Herald, and Cape Cod Times.

PSCI 013 Assessing Race in Communities of Interest

The class is concerned with an interesting convergence in the area of public policy (concerning the constitutional status of federal voting law) and political theory (pertaining to assessments of community in contemporary social relations). The key question involves the impact of minority race claims on community where the claims come under legal protection in civil rights laws. The issue is developing in sharp relief in the wake of the 2000 census and the redistricting of electoral offices. The U. S. Supreme Court, in a series of opinions associated with the *Shaw* cases, set the stage for consideration in the legal area as to how and whether "community" in the traditional sense, has been replaced by new, essentially "virtual," relationships and, if so, how traditional racial claims—racist or benign—may interact in the new settings. Readings will include key court opinions to set the problem and then move to writings that may help assess the outcomes through a review of alternative definitions of community and the evolution of relationships of identity that may be subsumed at a sub-national level.

Requirements: a short 10-page paper.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings.

Cost to student: reading packet.

A. WILLINGHAM

PSCI 014 Civil Rights Law

This course will examine contemporary civil rights law including application of constitutional and statutory law to modern civil liberties issues. The course will address discrimination, employment, privacy, sex harassment and police misconduct issues. The course will emphasize analysis of cases and related materials, as opposed to a historical perspective. Students will analyze appellate court decisions and related materials, mostly U.S. Supreme Court decisions and select federal statutes. A substantial portion of the class time will be devoted to discussion of the cases and students will be expected to participate in class discussion and will “argue” from positions taken in some of the cases. The course will also likely utilize a “model case” whereby students will be distributed a factual scenario at the inception of the class which will be discussed from time to time throughout the term as the class covers applicable legal principles and theories.

Requirements: one 8- to 10-page research paper, addressing a civil rights topic to be decided by student and instructor. Evaluation will be based on the analysis of a student paper and class participation. This course will necessitate reading of court decisions and statutes prior to class so there can be meaningful in-class discussion.

No prerequisites, although an interest in civil rights issues is recommended. *Enrollment limit: 20. Preference given to juniors and seniors.*

Meeting time: mornings, two or three times per week.

Cost to student: \$65 for materials (copies of court decisions).

J. MICHAEL MCGUINNESS (Instructor)
JACOBSOHN (Sponsor)

J. Michael McGuinness is a practicing civil rights lawyer and has lectured and published heavily in the civil rights field. Mr. McGuinness has litigated a broad variety of civil rights cases before trial and appellate courts including the U.S. Supreme Court.

PSCI 015 Charismatic Leadership as a Democratic Virtue

Charisma is a virtue hardly democratic. It presumes hierarchical superiorities and excellences that are less likely to be achieved through rational calculation and willful striving than to be given by birth or through revelation. It is, one might say, an aristocratic virtue. In Max Weber’s influential definition, thus, charisma as a type of authority is seen as something transcendental, revelatory, and purely accidental, standing in stark opposition to legal authority that relies on secularism, rationality, and predictability—the kind of values that are consonant with what Weber calls “passive democracy.” This seminar revisits this conventional understanding of charismatic leadership and its relationship to democracy as Weber articulated it by examining the following two claims. First, Weber’s “philosophical anthropology” reflects his preoccupation with the political education at the mass level in which a muted form of charisma as a citizen virtue is deemed critical for sustaining a robust parliamentary democracy. Second, Weber believed a pluralistically organized “civil society” to be necessary for the democratic permeation of charismatic personalities, without which bureaucratic conformity and mediocrity would be unavoidable. Through this engagement with Weber, in short, the seminar will explore a crucial tension between charisma (as a citizen virtue), democracy (as a political system threatened from within), and bureaucracy (as a historical inevitability)—a tension that still reverberates in our contemporary situation.

Requirements: one short paper, 8-10 pages.

No prerequisites, although some knowledge of modern political thought will be useful. *Enrollment limit: 15.*

Meeting time: mornings.

Cost to student: textbooks.

SUNG HO KIM

PSCI 017 Presidential Leadership: From Washington to FDR (Same as INTR 017)

(See under IPECS—INTR 017 for full description.)

PSCI 018 Editorial Cartooning (Same as ArtS 018)

(See under ART—ArtS 018 for full description.)

PSCI 021 Power, Authority and Decisionmaking in the Public Sector (Same as INTR 021)

This course is an internship experience in which students both work in and analyze government and related nongovernmental organizations. The goal of the course is to develop student ability to analyze power, authority and decisionmaking in public organizations; in short, to better understand leadership. Students may have internships in government and nonprofit organizations. They may have internships in for-profit organizations if the internship involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices such as TANF, WIC, housing authorities; interest groups that lobby government such as Chamber of Commerce, NOW, or the Sierra Club; nonprofit agencies such as Parenting Partners. Internship arrangements are made in advance of the Winter Term during which the student serves as an intern.

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The instructor works with each student to arrange an internship. Students are expected to spend the better part of the day, five days a week, with the organization. Each student's internship mentor sends a confirmation letter to the instructor verifying the internship and describing the nature of the work to be performed by the intern. Students with Berkshire area internships will read a few short reading assignments in common and meet with the instructor once a week as a group to compare and analyze their experiences. Students whose internships are in their home community will meet as a group before and after winter study to discuss their experiences. During winter study, they are expected to maintain weekly contact with the instructor. Finally, students will write a 10-page paper on their experience.

Requirements: internship work and a 10-page paper analyzing issues of power, authority, and decisionmaking in the organization. Evaluation will be based on the mentor's evaluation, participation in the group discussions and the 10-page paper.

Enrollment limit: 15. At the time of registration, interested students should send a brief resume and letter of interest. Materials should be sent to the Leadership Programs Coordinator.

Cost to student: none, except for transportation.

PAULA CONSOLINI (Instructor)
JACOBSOHN (Sponsor)

Paula Consolini (Ph.D., Berkeley) teaches and manages local government internships at Union College in Schenectady.

PSCI 026 Panama: Leadership at the Crossroads of the World (Same as INTR 026)

(See under IPECS—INTR 026 for full description.)

PSCI 030 Senior Essay

To be taken by students registered for Political Science 491 or 492.

PSCI 031 Senior Thesis

To be taken by students registered for Political Science 493-494.

PSCI 032 Individual Project

To be taken by students registered for Political Science 495 or 496.

PSYCHOLOGY

PSYC 010 The Popularization of Psychological Disorders

In the past decade, psychological disorders have been popularized to an unprecedented degree in Western societies. Syndromes like depression, attention deficit disorder, and panic disorder are now regularly featured on prime-time television, in best-selling books, in radio and television advertisements, and in magazines. We will explore these popularized accounts of psychological disorders and treatments, focusing on their accuracy, on the cultural assumptions and values expressed in them, and on the possible psychological consequences of their popularization. Each student will do library research on, and prepare a presentation about, popular depictions of a particular disorder or treatment.

Evaluation will be based on class participation, paper proposal, and minimum 10-page paper.

Prerequisites: Psychology 252 or permission of instructor. *Enrollment limit: 15.*

Meeting time: mornings.

Cost to student: \$10 for reading packet.

A. SOLOMON

PSYC 011 From Segregation to Accommodation: Changing Perspectives on Disabilities

A radical shift in the laws and values shaping the participation of persons with disabilities in our society has led to motorized carts in Professional Golf Association tournaments and modified exam procedures for some students on our own campus. After a brief review of the history that brought us to the currently accepted principles of normalization and inclusion, each student will conduct an investigation through interviews and site visits into changing practices in a specific local context. Alternatively, a student may focus an inquiry on a personal experience with his or her own disability or that of a family member. The underlying aim of this course is to help students become better equipped to participate in our society's continuing dialogue about the nature of disabilities and what measures should be taken to accommodate those who have them. Reading selections will be drawn primarily from the writings of persons with disabilities and their families.

Evaluation will be based on oral participation and a 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Meeting time: afternoons.

Cost to student: \$60 for books and article reprints.

DALE BORMAN FINK (Instructor)
G. GOETHALS (Sponsor)

Winter Study Program

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 *School-Age Children With Special Needs: What Do They Do When School Is Out?* (1988, Boston: The Exceptional Parent Press). and *Making a Place for Kids with Disabilities* (2000, Westport, CT: Praeger Publishers).

PSYC 012 Introduction to Counseling Skills

This course will explore and practice fundamental skills utilized in the helping professions. Beginning with the necessary ingredients of communication in a helping relationship, we will then employ practical skills. Active listening, interviewing techniques, selecting and defining outcome goals, crisis intervention, and basic cognitive interventions will be taught and practiced. Activities and role-playing will help students to implement the skills. A discussion of ethical principles will be included.

Requirements: readings, active class participation and attendance, 10-page paper.

No prerequisites. *Enrollment limit: 16.*

Meeting time: mornings.

Cost to student: none.

DARIA PAPALIA (Instructor)
G. GOETHALS (Sponsor)

Daria Papalia received her Ph.D. in Clinical Psychology from the State University of New York at Buffalo. She is Director of Counseling at Massachusetts College of Liberal Arts in North Adams, Massachusetts.

PSYC 013 Public Access Television Production

This course will focus on the development and use of public access television to educate the public on various issues of psychosocial interest. Students will learn the elements of TV show production and will work in small groups to create an educational show. Topics need to be well documented. Class time will include viewing of public access productions. Production will take place at Willinet Studio on Spring Street and will be aired on Channel 17. Students will use cameras, set, and editing equipment to produce one thirty minute show each.

Evaluation will be based on the content, effort and quality of one public access TV show and one 10-page paper evaluating the production.

Prerequisites: Students must be eligible for admission to Willinet Studio. Students must consult with instructor before registration. *Enrollment limit: 12. (Preference will be given to seniors and members of the film guild at Williams.)*

Meeting time: afternoons, TR, 1-3 p.m. Students will spend additional time in the Willinet studio creating their own productions at times to be arranged with the studio.

Cost to student: \$50 plus cost of book.

SUSAN CONKLIN (Instructor)
G. GOETHALS (Sponsor)

Susan Conklin is a licensed independent clinical social worker, board certified diplomate, in private practice in Williamstown. She produces The Susan Conklin Show (stories of courage, creativity, commitment and compassion in the greater Berkshire area) for more than 3 years on Willinet.

PSYC 014 Science and Television Commercials

Television commercials often refer to the results of “scientific” experiments and surveys to promote products. An examination of the methods they use, however, suggests that T.V.’s rendition of science portrays the real world to about the same degree as the rest of its programming. The intent of this course is to use sound scientific methodology in replicating the experiments used as the basis for these commercials. The initial part of the course will consist of a brief overview of basic scientific methodology. Students will then divide into groups, select a commercial that is based on an experiment that uses “suspect” methodology, and replicate the study using proper procedures. Students will submit a written report of their findings and then present them orally to the class. A “Pass” will be contingent upon satisfactory completion of both oral and written presentations.

Evaluation will be based on class participation, paper proposal, and minimum 10-page paper.

No prerequisites. *Enrollment limit: 16.*

Cost to student: \$40 for materials.

P. SOLOMON

PSYC 015 Principles of Psychotherapy

Outlining the principles underlying the “talking cure”, this course represents the kind of overview of psychotherapy the instructor wishes he had received as an undergraduate. Topics covered will include the particular arrangements for therapy, how they differ from other social situations, the initiation of therapy, and principles of transference, counter-transference, personal history investigation and interpretation. Of particular interest will be to describe how, during psychotherapy,

Winter Study Program

persons change. Using both imagined therapy dialogues and published student auto-biographies, efforts will be made at each stage to illustrate ways in which the general principles work out in practice. For the course paper, students will be asked to describe an issue of concern in the student's own experience and to imagine how a therapist might collaborate in working on that issue. At the end of the course the instructor will discuss each paper individually with each student.

Requirements: readings, class discussion, and a 10-page paper.

No prerequisites. *Enrollment limit: 10. Preferences given to juniors and seniors.*

Meeting time: mornings.

Cost to student: \$25.

RICHARD Q. FORD (Instructor)
G. GOETHALS (Sponsor)

Richard Q. Ford received his Ph.D. in Clinical Psychology from the University of Chicago in 1970. For twelve years, on the medical staff on the Austen Riggs Center in Stockbridge, Massachusetts, he has (for the past eighteen years) been in the private practice of psychotherapy in Williamstown. He is co-author with Sidney J. Blatt of *Therapeutic Change: An Object Relations Perspective*.

PSYC 016 Social Justice and Mental Illness in America (Same as History 016)

The historical and current treatment of mentally ill people in the United States reflects our social and political beliefs and values as much as it does the state of scientific knowledge. By studying the history of and making intensive visits to institutions for treating people who are mentally ill, we will seek to answer questions such as how and why did "asylums" evolve? Why are so many people with mental illness found in jails today and why do some hospitals resemble jails? How are social justice and civil rights issues related to the practical issues facing mental patients and their families? Throughout the course, we will integrate historical and psychological perspectives.

Evaluation will be based on class participation and a 10-page paper.

Prerequisites: At least one regular semester course in Psychology. *Enrollment limit: 20.*

Meeting time: mornings.

Cost to student: \$30 for books and Xeroxes.

WILDER and HEATHERINGTON

PSYC 017 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 Friedman, 304 Bronfman. He 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 Friedman required. *Enrollment limited to number of places available at the two participating schools.*

Cost to student: none.

FRIEDMAN

PSYC 018 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: satisfactory evaluation from the institutional sponsor and a 10-page final paper.

No prerequisites. *Enrollment limit: 20.*

Cost to student: none.

FRIEDMAN

PSYC 031 Senior Thesis

To be taken by students registered for Psychology 493-494.

RELIGION

REL 010 Training the Body-Mind: Introduction to Traditional Karate

This course will introduce students to the basic routines and movements of traditional Okinawan Karate (Shohei-ryu/Uechi-ryu) and will also explore the history, theory, and philosophy behind the routines and movements. Class will meet three times a week for two hours. One session each week

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will include discussion, video viewing, and experiments in learning styles. Readings to be assigned will cover martial arts history, Zen thought and Eastern energy theory. Handouts will also be included with Japanese terminology and sequences. The other two will be dojo (training hall) sessions, focused on learning and practicing the techniques and routines. One of the eight sessions will take place at the dojo in Pittsfield so that students will experience a karate class in a more traditional setting and interact with students on other levels. By the end of the month, all students should be ready for the first promotion; some may be ready for promotion to the second level. Final class will be an evening performance and exhibit.

Evaluation: regular attendance, active participation, completion of assigned readings, submission of three journal entries of 2 or more pages, participation in final performance, contribution to final display. *Enrollment limit: 20.*

Meeting times: Three times a week.

Cost to student: none; purchase of gi (uniform) optional (\$30-35)

LISKEN VAN PELT DUS (Instructor)
DREYFUS (Sponsor)

Lisken Van Pelt Dus began her own training in karate over twenty years ago as a first-year student at Williams. She is now co-owner of Okinawan Karate School in Pittsfield, Massachusetts, where she teaches full-time. She holds the rank of Renshi Rokudan (1st degree master, 6th degree black belt) and is a certified Shihan Master instructor.

REL 012 Tibetan Buddhism and the Practice of Meditation

During this session students will have the opportunity to be exposed to the teachings of Tibetan Buddhism. We will have the pleasure to have with us Lobsang Ngodup, highly qualified monk, who has taught Tibetan Buddhism to many Westerners. He will teach students in the traditional way, outlining the main principles and practices of his tradition. He will also lead a few meditation sessions during which students will be able to practice what he has taught. Students will be expected to attend classes and read the relevant books. They will be also asked to keep a journal, which will serve as a basis for the final project. Readings: Wallace, *A Passion for Solitude*, Dalai-Lama, *The Dalai Lama at Harvard*, Khetsun Sangpo, *Tantric Practice in Nying-ma*, Sogyal Rinpoche, *The Tibetan Book of Living and Dying*.

Requirements: final 10-page paper based on journal.

Meeting time: mornings, three times a week for two hours.

No prerequisites. *Enrollment limit: 25.*

LOPSANG NGODUP (Instructor)
DREYFUS (Sponsor)

Lopsang Ngodup is the director of the Tibetan Monastery, a Center for Buddhist Studies in New York city and an experienced teacher of Tibetan language and Tibetan Buddhism.

REL 013 Biblical Hebrew in a Month (Same as Classics 013)

(See under Classics for full description.)

REL 014 Language of the Holocaust

How name what is unnameable, unthinkable, unimaginable? Is silence the only response to unspeakable acts? Or, if you can articulate a name, an authority, an identity, a reason for genocide, for the annihilation of the Jewish people, how do you express or represent the experience without the luxury of artifice? What are the terms of such expression? What claims does the experience make on those who wish to define it? Is there an ultimate fiction greater than fact that such an event requires? This course will concentrate on the relationships between historical/recorded (mimetic) interpretations (i.e., first person accounts, religious and historical texts, documentary footage) and constructed (poesis) interpretation of the Holocaust. The latter will include a sampling of films, novels, poems, art of victims and survivors and others using the material of genocide as primary source for the creation of a work of art. Within this framework questions regarding both the particular and universal nature of the Holocaust will be addressed. Course readings and material will offer provocative pairings to sharpen and question the necessary yet paradoxically unstable distinction between the mimetic and poetic mode: These might include Wiesel's *Night*; selections from the Old Testament (*Akidah* and *Book of Job*) and the *Zohar*, Borowski's *This Way to the Gas Chambers*, *Ladies and Gentlemen and Scrap of Time and Other Stories*; Charles Reznickoff's *Holocaust* and Artie Spiegelman's *Maus I and Maus II*; Expressionistic and concentration camp art; various historical accounts; and selections from the work of Paul Celan, Nelly Sachs, A. Sutzkever, Edmund Jabes, Aharon Appelfeld, Andre Schwarz-Bart, Terrence Des Pres and Daniel Goldhagen. Films

Winter Study Program

might include *Europa Europa*, *Nasty Girl*, *Shop on Main Street*, *Shoah* and *Schindler's List*.

Requirements: a 10-page paper, class participation and regular attendance.

No prerequisites. *Enrollment limit*: 25.

Meeting time: mornings, three times a week, two hours per class.

Cost to student: \$60 for books and xeroxes.

DAVID RAFFELD (Instructor)
DREYFUS (Sponsor)

A poet and writer, David Raffeld has written widely on the themes to be developed in this course. In addition to offering this course several times, Raffeld has taught Winter Study term courses at Williams in the Departments of Religion, Philosophy, and English. He has also been a Writer-in-Residence in the Department of Theater for the production of his *Isaac Oratorio*, which was written in part in response to the Holocaust.

REL 025 Explorations in Solidarity: A Meeting of Minds and Hearts in Rural and Urban Nicaragua

This course will explore the lived realities of the hemisphere's second most impoverished nation, through the eyes of subsistence farmers, urban factory workers, 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 effects on the material and spiritual well-being of people of liberation theology and the base Christian community movement as well as other influences, Christian and Marxist. The experience of the course will include approximately one week of living (with minimal amenities) in a subsistence farming community. 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 transformed relationships. Throughout, students will be invited to enter as deeply as possible the 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 begin 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 national self-interest, on the macro level, and charity on the micro level. The course will entail daily reflection sessions, for which a journal will be kept.

Requirements: attendance at three orientation sessions prior to departure; an oral presentation to the class at the conclusion of the experience; participation in a group presentation to the College community upon returning to Williamstown; and a final 10-page paper. Conversational knowledge of Spanish, though not required, will be helpful. Willingness to live in physically demanding situations is essential.

Enrollment limit: 15.

Cost to student: \$1,800 (including all food, lodging and in-country transportation) plus round-trip airfare to Managua (approx. \$450-700, depending on point of departure).

R. SPALDING (Instructor)
DREYFUS (Sponsor)

Rev. Richard Spalding is the Chaplain of the College.

REL 026 Archaeological Tour of Greece (Same as Classics 026)

(See under Classics for full description.)

REL 031 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: 9:00-9:50 a.m.

CORLAY and DESLUS (Teaching Associates)

RLFR 010 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

Winter Study Program

ix 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 of French culture. The course will be conducted in English; 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. Three 2-hour meetings a week.

Requirements: class participation and a 10-page paper.

No prerequisites. *Enrollment limit: 10.*

Meeting time: mornings, three 2-hour meetings a week.

Cost to student: books and reading packet only.

NORTON

RLFR 023 Roland Barthes: The Romance and Poetry of Criticism (Same as Comparative Literature 012 and English 023)

(See under Comparative Literature for full description.)

RLFR 030 Honors Essay

To be taken by candidates for honors other than by thesis route.

RLFR 031 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: 9:00-9:50

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: 9:00-9:50 a.m.

LÓPEZ and RODRÍGUEZ (Teaching Associates)

RLSP 030 Honors Essay

To be taken by candidates for honors other than by thesis route.

RLSP 031 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: 9:00-9:50 a.m.

RUSS 013 Food on Film (Same as Special 013)

(See under Special for full description.)

RUSS 025 Williams in Georgia (Same as Special 025)

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. Last year’s students worked in the Georgian Parliament, helped in humanitarian relief organizations like Save the Children, interned in journal-

Winter Study Program

ism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, studied with a Georgian sculptor, did 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 write a 10-page paper assessing their internship experience.

Knowledge of Russian or Georgian is NOT required.

No prerequisites. *Enrollment limit: 8.*

Cost to student: \$2000.

GOLDSTEIN

RUSS 030 Honors Project

May be taken by candidates for honors other than by thesis route.

RUSS 031 Senior Thesis

To be taken by students registered for Russian 493-494.

SOCIOLOGY—See under ANTHROPOLOGY AND SOCIOLOGY

THEATRE

THEA 010 Shakespeare in Performance

Translating Shakespeare from the page to the stage has compelled centuries of actors. Responding to a play or a moment in a play and distilling that response into a performable one, accessible to an audience, is a process that is defined and redefined by theatre practitioners. In this course, students will take several scenes from Shakespearean plays and realize them for performance. Examining the text and the clues and signs offered by the structure of the poetry, students will direct and perform in these scenes. The final presentation will be fully mounted scenes presented to the college community entitled "SHAKESPEARE—SEX, DRUGS AND ROCK 'N ROLL!" Evaluation will be based on class participation, the final presentation and attendance.

No prerequisites. *Enrollment limit: 10.*

Meeting times: TWR, 1 to 4 p.m.

Cost to students: \$50 (one field trip to New York on Friday, January 4th through Saturday, January 5th)

EPPEL

THEA 011 Embodied Learning (Same as Japanese 011)

(See under ASST—Japanese for full description.)

THEA 012 Puppets and Puppet Traditions

Puppetry is one of the most fascinating, ancient and diverse forms of performance. This course will examine multiple styles of puppetry through readings, videos and hands-on practice. Students will study and create puppets in a variety of styles including shadow puppets, contemporary found-object theatre, toy theatre, (miniature proscenium performance), shadow puppetry, and large puppets that involve multiple operators and choral speaking. In addition to creating puppets and performing with them, students will complete a 10-page research paper on one aspect of puppetry and a presentation of their research to the class.

Evaluation will be based on class participation, paper presentations and attendance.

No prerequisites. *Enrollment limit: 12.*

Meeting times: MWR, 1-4 on the MainStage in the AMT.

Materials Fee: \$40.

HAMILTON

THEA 025 Performance in New York City

New York City is recognized throughout the world as the nexus of the performance arts. Drawing upon Williams' proximity to New York, this course allows students to attend an expansive selection of theatre, dance, and other types of performance in New York City over the course of three trips of three days each accompanied by Professor Anna Bean of the Department of Theatre. In addition to attending performances, a three-hour seminar is scheduled in New York each week to discuss short critiques and readings students have prepared. There will be a mandatory preliminary class meeting on Monday, 10 December 2001 at 10:00 a.m. in the AMT Library. The first class trip to New York will commence on Tuesday, 8 January 2002. The format is to attend performances each Winter

Winter Study Program

Study week at a Wednesday matinee, on Wednesday night, and on Thursday night. Students will be transported back and forth from NYC via van to the Metro North station in Wassaic. Accommodations will be at the Williams Club. Meal locations will occur in various locations throughout the city, and will be geared toward exploring New York's gastronomic diversity. Evaluation will be assessed through the generation of three 5-page critiques and participation in class discussion. Attendance to all performances is mandatory. No prerequisites. *Enrollment limit: 10. Preference will be given to theatre majors.* Costs to student:\$1552.

BEAN

THEA 030 Senior Production

May be taken by students registered for Theatre 491, 492 but is not required.

THEA 031 Senior Thesis

May be taken by students registered for Theatre 493, 494 but is not required.

WOMEN'S AND GENDER STUDIES

WGST 022 Virginia Woolf (Same as English 022)

(See under English for full description.)

WGST 030 Honors Project

To be taken by candidates for honors other than by thesis route.

SPECIALS

SPEC 010 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 and MATTHEW SWANSON '97 (Instructors)
DREYFUS (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 MA in education from MCLA, designed the game, Quest for College. Matthew Swanson '97 is in his third year as Assistant Director of Admission. Swanson has spent the past seven summers teaching/leading in various educational environments. Both Gina and Matthew have been involved with Early Awareness initiatives in Berkshire County schools.

Winter Study Program

SPEC 011 Science for Kids (Same as Chemistry 011)

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 19, 20) 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.

Lecture/discussion/laboratory. 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.*

Meeting time: Because the calendar this year allows only a brief preparation time for the workshops, classes meet as necessary until the workshops are completed. A "dress rehearsal" will be on January 16. The workshop is run on the third weekend of Winter Study (January 19, 20) 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.

Cost to student: none.

KAPLAN

SPEC 012 How to Write Popular Science (Same as Chemistry 012 and English 012)

Science writers' work is important because they are the chief conduits between scientists and the public, responsible for covering fields that are experiencing some of the most rapid advances in history. Their reporting must translate scientific subjects into clearly understandable ones and attempt to objectively put science news into personal, historical, political, economic, and social context. In this course, you will analyze examples of successful science writing for the general reader—science writing that entertains people while fascinating them. You will master library research methods. And, you will develop your talents for writing clearly, accurately, and with an interesting flair. We will read a lot, and by emulating good writing about science, you will develop skill in the art of explanation, which will serve you well in other courses. There will be numerous short writing assignments, including a longer final article popularizing a topic in science or technology of your choosing.

Format: discussion. Evaluation is based on class participation and completion of all reading and writing assignments.

Prerequisite: One Division III course prior to this course or permission of the instructor. *Enrollment limit: 10.*

Meeting times: MWF mornings.

Cost to student: \$30 for books.

JO PROCTER (Instructor)

D. RICHARDSON and ROSENHEIM (Co-Sponsors)

Jo Procter is news director at Williams College. She has a B.S. in communications from Boston University. Her media experience includes Popular Science Magazine, Mutual Broadcasting, and WGBH-TV (Boston); she has written about science for Harvard University and Bostonia Magazine.

SPEC 013 Food on Film (Same as Russian 013)

Food figures prominently in many great films, provoking not only the senses but also the appetite. This course will explore the use of food as both sustenance and metaphor in a variety of international films, from the serious to the comic, from documentary to fantasy, from short to full-length feature. Films viewed will likely include *La Grande Bouffe*; *The Cook, The Thief, His Wife, and Her Lover*; *Like Water for Chocolate*; *Woman on Top*; *Delicatessen*; *The Blood of the Beasts*; *A Touch of Spice*; *Tampopo*; and Henry Jaglom's *Eating*. We'll also look at cooking-show clips from the TV Food Network to see how they reflect contemporary culture.

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Requirements: active class participation and a final project involving research and food preparation.

No prerequisites. *Enrollment limit: 20.*

Meeting time: Students are required to attend 3 evening film screenings a week and 3 morning discussion sessions (75 minutes each).

GOLDSTEIN

SPEC 014 Winter Emergency Care, CPR, Ski Patrol Rescue Techniques

The course is in three parts. When successfully completed it can lead to a certification as a National Ski Patrol member and certification in Professional Rescue CPR. It will also be designed to teach wilderness and outdoor emergency techniques. The Winter Emergency Care Course designed by the National Ski Patrol is the main ingredient. It will be supplemented by the *Red Cross CPR for the Professional Rescuer*. An additional 18-hour outdoor course in Ski Patrol rescue techniques will be taught. Passing all three courses will certify the student as a National Ski Patrol member if he/she is a competent skier. The course will deal with and teach how to treat wounds of all types, shock, respiratory emergencies, poisoning, drug and alcohol emergencies, burns, frostbite and other exposures to cold, also bone, joint, and back injuries, and sudden illnesses such as heart attacks, strokes, convulsions, etc. It will also teach the use of all splints, backboards, bandages, and other rescue equipment. It will teach extrication and unusual emergency situations and the use of oxygen. The outdoor course will include rescue toboggan handling, organization of rescues, and outdoor practical first aid. Classroom work will include lectures, seminars, and practical work.

Requirements : There will be a mid-term and a final exam which will be both written and practical. Each week there will be 17 hours of classroom work plus 8 hours of practical outdoor work at Jiminy Peak ski area. Attendance at *all* classes is mandatory.

No prerequisites. *Enrollment limit: 18. Students will be chosen on the basis of skiing interest and ability and prior first aid experience.*

Meeting time: mornings and afternoons.

Cost to student: \$100 which will include all materials, books and registration fees.

JAMES BRIGGS (Instructor)
SHEEHY (Sponsor)

Jim Briggs was the Outing Club director at Williams for many years. He has led trips to the Alps on a number of occasions. He is both a certified OEC instructors and a certified CPR instructor.

SPEC 015 Deaf and Proud: An Introduction to Deaf Language and Culture

The aim of this course is to introduce students to the world of deafness. Although it is not a sign language course, we will learn about the differences between American Sign Language (A.S.L.) and invented sign systems such as Signed English. Students should expect to develop a basic understanding of the linguistic status of American Sign Language (A.S.L.), a language in which the grammar is expressed on the face and which does not share the grammatical structures of English. We will give specific attention to the social and economic status of the deaf community at large and to the social and political constraints imposed upon them by a hearing community which denies them education in their own language. Three approaches to deaf education will be addressed: oral, signed English, and A.S.L. Several native signers will be invited to lecture and engage in dialogue with students about deaf politics and culture. The course will be taught by an instructor with extensive experience as an interpreter in the deaf community. In addition to exploring deafness from the perspectives of deaf people, students will learn about the role of the interpreter in both deaf and hearing communities. Major texts for the course may include the following: *In This Sign* by Joanna Greenberg, a child of deaf adults, *The Mask of Benevolence* by Harlan Lane, *Voices from a Culture* by Padden and Humphries, and a collection of articles and videos.

Evaluation will be based on brief journal entries which record responses to videos, discussions and readings following each class, a 5-page critical response essay to an assigned topic, class participation, and a final project (i.e., oral presentation, performance, essay, etc.).

No prerequisites. *Enrollment limit: 15.*

Meeting time: Students will be required to attend two afternoon class meetings per week from 1-4 p.m.

Cost to student: \$30 for books.

LAURIE BENJAMIN (Instructor)
SAWICKI (Sponsor)

Laurie Benjamin is a graduate from the University of Massachusetts in multicultural and international education. Ms. Benjamin has taught deaf students at the secondary level. She is a nationally certified A.S.L. interpreter for the deaf with extensive experience in a wide range of interpreter settings including mental health and performance interpreting.

Winter Study Program

SPEC 016 Ayurveda: Art of Healing (Same as History of Science 016)

(See under History of Science for full description.)

SPEC 017 Introduction to Acting (Same as Mathematics 017)

(See under Mathematics and Statistics for full description.)

SPEC 018 Sports Writing

In this introduction to Sports Writing, students will learn the fundamentals of sports writing and how it differs from news writing. Students will explore different reporting, interviewing and editing techniques; learn how to develop leads and approach feature articles. Students will examine the differences in sports writing styles of newspaper and magazine publications (i.e., *Sports Illustrated*, *New York Post*, *Boston Globe*). Skills will be developed through in-class and on-campus writing assignments and discussion.

Requirements will include submission of articles for deadline and written text on the craft of interviewing and reporting.

No prerequisites. *Enrollment limit: 15.*

Meeting time: afternoons, twice per week.

Cost to student: approximately \$20.

KRIS DUFOUR (Instructor)
SHEEHY (Sponsor)

Kris DuFour is a graduate of SUNY Old Westbury and has an M.A. from the Syracuse School of Communication. He has been the Sports Editor of the *North Adams Transcript* for the last 6 years after previous positions in New York, Georgia and Texas.

SPEC 019 Medical Apprenticeship

A student is assigned to a local physician, dentist, or veterinarian to observe closely his or her practice in the office and/or at the North Adams Regional Hospital, Berkshire Medical Center (Pittsfield, MA), or Southwestern Vermont Medical Center (Bennington, VT). It is expected that a student will spend the better part of the day, five days a week, with the physician or a period mutually agreed upon by the student and the physician as being educationally significant. The program has proven to be extremely successful in giving interested students a clear picture of the practice of medicine in a non-urban area. An effort is made to expose the student to a range of medical specialties. A 10-page report written on some aspect of the month's experience is required.

Prerequisite: Interested students must attend a mandatory information meeting in early October, prior to applying for this course. *Enrollment limited to 44. (Preference is given to juniors, and then sophomores, whose course work has been suggestive of a firm commitment to preparation for medical school.)*

Cost to student: none, except for local transportation and vaccinations.

TEACHING ASSOCIATES (Instructors)

DEBORAH AUGUST, M.D.
TIM J. BAISCH, M.D.
DANIEL I. BECKER, M.D.
JAMES BOVIENZO, D.O.
PEGGY CARON, D.V.M.
BRIAN CUNNINGHAM, M.D.
RUTLEDGE CURRIE, M.D.
PAUL DONOVAN, M.D.
STUART DUBUFF, M.D.
DAVID ELPERN, M.D.
ROBERT FANELLI, M.D.
STUART FREYER, M.D.
ERIC SCOTT FROST, M.D.
MICHAEL L. GERRITY, M.D.
CYNTHIA GEYER, M.D.
HENRY M. GOLD, M.D.
DAVID M. GORSON, M.D.
AMY GRIFFIN, M.D.
BONNIE H. HERR, M.D.
DOUGLAS V. HERR, M.D.
ROBERT HERTZIG, M.D.
JUDITH HOLMGREN, M.D.
ROBERT C. JANDL, M.D.
LAURA JONES, D.V.M.
THOMAS KAEGI, M.D.
COLLEEN KELLEY, M.D.
JOSHUA KLEEDERMAN, D.M.D.
JONATHAN KRANT, M.D.

GORDAN KUCHAR, M.D.
ANDRE LANGLOIS, M.D.
IRA LAPIDUS, D.M.D.
JOAN E. LISTER, M.D.
PAUL MAHER, M.D.
JEFFREY MATHENY, M.D.
RONALD S. MENSCH, M.D.
JOANNE MORRISON, D.V.M.
PAMELA NATHENSON
STEVE NELSON, M.D.
CHARLES O'NEILL, M.D.
JUDY H. ORTON, M.D.
NORMAN PARADIS, M.D.
MICHAEL C. PAYNE, M.D.
FERNANDO PONCE, M.D.
RICHARD PROVENZANO, M.D.
DANIEL S. ROBBINS, M.D.
OSCAR RODRIQUES, M.D.
CHARLES SILBERMAN, M.D.
JULIE SILBERSTEIN, M.D.
ANTHONY M. SMEGLIN, M.D.
ERWIN A. STUEBNER, JR., M.D.
KATHERINE URANECK, M.D.
KATHRYN WISEMAN, M.D.
RICHARD WISEMAN, M.D.
CHARLES I. WOHL, M.D.
JEFFREY A. YUCHT, M.D.
MARK ZIMPFER, M.D.

SUSAN SALKO, Health Professions Advisor

Winter Study Program

SPEC 024 Justice and Public Policy

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. This will not be a course in Constitutional Law because students won't be expected to master the many substantive areas of Constitutional Law. Students will have an opportunity to make oral presentations during class periods. Students will spend two to 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. Evaluation will be based on a 10-page paper, an oral presentation, and regular participation in class. No prerequisites *Enrollment limit: 12. If the course is overenrolled, students will be asked to write a short essay to determine selection.*

Meeting time: MR mornings (all day while in Boston). Students will meet in December prior to the break to discuss logistics and expectations for the course.

Cost to student: \$150 for hotel accommodations in Boston and course materials.

MICHAEL B. KEATING '62 and MARTHA COAKLEY '75 (Instructors)
G. GOETHALS (Sponsor)

Michael B. Keating '62 is a trial lawyer with the Boston law firm of Foley, Hoag and Eliot. Martha Coakley is District Attorney for Middlesex County.

SPEC 025 Williams in Georgia (Same as Russian 025)

(See under Russian for full description.)

SPEC 026 Healthcare in Havana: A Comparative Study of Resource Allocation and Public Health Policy (Same as Political Economy 026)

(See under Political Economy for full description.)

SPEC 027 Teaching and Writing at Theodore Roosevelt High School

Students choosing this Winter Study project will live in New York and travel daily to Roosevelt, a large comprehensive high school in the Bronx. A typical day includes: conducting small group work in selected classes (mostly English and Social Studies, but others are possible), working one-on-one with selected students, working in school departments (e.g., college guidance office, tutoring center), and seminar-style meetings in which we discuss and write on issues that emerge from the work with students and teachers.

Requirements: active and reliable participation in tutoring and discussion during January; participation in several brief orientation meetings before January (possibly including a half-day trip to TRHS), a journal during the program, a written report in a format of the student's choice at the end.

Prerequisites: Strong interest in working with young people. *Enrollment limit: 15 sophomores, juniors and seniors.*

Cost to student: \$350 for transportation and food. We will attempt to provide housing for tutors. Consult with instructor.

G. NEWMAN (Instructor)
German and Russian Departments (Sponsor)

SPEC 028 Teaching Practicum, the Bronx and Manhattan

Participating sophomores, juniors and seniors will be expected to pursue a full day's program of observing, teaching, tutoring, and mentoring at Christopher Columbus HS in the Bronx or at A. Philip Randolph HS in Manhattan. Each of the schools will provide a resident supervisor for the Williams teaching interns who will meet regularly to assist with questions and to monitor individual schedules.

Criteria for a pass include full-time affiliation with the school for the entire winter study, keeping a daily journal, participating in the weekly after school seminars held for all of the NYC teaching practicums, and submitting a 5- to 10-page report at the end of Winter Study reflecting upon and summarizing the month's learning experience. Orientation meetings and a visit to the high school prior to the start of winter study will be arranged.

Cost to student: \$400 for food and transportation. Housing in NYC will be arranged where necessary.

P. SMITH Coordinator of High School/College Partnerships

SPEC 029 Junior High School Teaching Practicum, the Bronx and Manhattan

Participating sophomores, juniors, and seniors will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring at PS 45 in the Bronx (a feeder school to Roosevelt HS) or at Roberto Clemente Junior High School in Manhattan (a feeder school to A. Philip Randolph

Winter Study Program

HS). Each of the schools will provide a resident supervisor for the Williams teaching interns who will meet regularly to assist with questions and to arrange individual schedules.

Criteria for a pass include full-time association with the school for winter study, keeping a daily journal, participating in the weekly meetings for all of the Williams Teaching Interns, and submitting a 5- to 10-page report at the end of Winter Study reflecting upon and summarizing the month's learning experience. An orientation program and a visit to the school will be arranged prior to January.

No prerequisites.

Cost to student: \$400 for food and transportation while in NYC. Housing will be arranged for those needing it.

P. SMITH Coordinator of High School/College Partnerships

SPEC 035 Making Pottery on the Potter's Wheel (Same as ArtS 035)

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 exam" 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.

The two most important requirements for this course are attendance at all class sessions and enthusiasm for learning the craft of pottery making.

No prerequisites. *Enrollment limited to 9.*

Meeting time: mornings.

Cost to student: \$145 plus makeup class fees (\$30 per class) if applicable.

RAY BUB (Instructor)
FILIPCZAK (Sponsor)

Ray Bub is a ceramic artist and potter at Oak Bluffs Cottage Pottery in Pownal, Vermont.

SPEC 036 Teaching Practicum: St. Aloysius School, Harlem

An opportunity for up to five sophomore, junior or senior students to observe, tutor, teach and mentor at St Aloysius School in Harlem under the direction of Principal Laurel Senger. An orientation session and a visit to the school in December will be arranged prior to Winter Study.

Criteria to pass include full-time participation at St Aloysius for the month, keeping a daily journal, participating in the weekly meetings of all NYC practicum students, and submitting a 5- to 10-page report at the end of WSP reflecting upon and summarizing the month's learning experience.

Enrollment limit: 5 sophomores, juniors or seniors interested in teaching.

Cost to student: \$400 for food and transportation. Housing in NYC will be arranged where necessary.

P. SMITH Coordinator of High School/College Partnerships

SPEC 039 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 resolve the inevitable tradeoffs and achieve balance between the two? In short, what will constitute the "good life" for you? We will borrow the concept of "composing a life", from a book by Mary Catherine Bateson, as a very apt metaphor for the ongoing process of defining success and balance in life. This course is designed: (1) To offer college students, on the threshold of entering adulthood, and opportunity to examine and define their beliefs, values, and assumptions about their future personal and professional lives, and to consider how they might achieve a successful balance; (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 an emphasis on case studies and "living cases" (in the form of guests from various professions who have made different life choices); and (4) To aid students in contemplating their career options through individual advising and introducing various career and life planning resources. Through the use of selected readings, cases, guest speakers and field interviews, 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.

Evaluation will be based on regular attendance, class participation, field interview, and a 10-page paper.

Winter Study Program

No prerequisites. *Enrollment limit: 15. (If you have questions about the course, please contact Michele Moeller Chandler at 458-8106 or chandler@bcn.net.)*

Meeting time: mornings.

Cost to student: \$30 for case materials and photocopied course packets.

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 five 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 the career/family decisionmaking of professional women who altered their careers because of family obligations. Chip is a senior partner with McKinsey & Company, an international management consulting firm, and he has an M.B.A. from Harvard. He will share the teaching load on a part-time basis.

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.

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 2001-2002

Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., *President*
Raymond F. Henze III '74, B.A., Greenwich, Connecticut
Joseph L. Rice III '54, LL.B., New York, New York
William G. Ouchi '65, M.B.A., Ph.D., Litt.D., L.H.D., Santa Monica, California
Cecily E. Stone '73, M.B.A., Armonk, New York
John B. McCoy '65, M.B.A., LL.D., Ocean Ridge, Florida
Lucienne S. Sanchez '79, M.D., Weston, 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
Robert I. Lipp '60, M.B.A., J.D., Hartford, Connecticut
Laura Estes '71, M.B.A., West Hartford, Connecticut
E. David Coolidge III '65, M.B.A., Kenilworth, Illinois
Michael B. Keating '62, LL.B., Boston, Massachusetts
Peter D. Kiernan III '75, M.B.A., New York, New York
Carl W. Vogt '58, LL.B., LL.D., Potomac, Maryland
John S. Wadsworth, Jr. '61, M.B.A., San Francisco, California
Preston R. Washington '70, M.Div., Ph.D., D.D., New Rochelle, New York
Laurie J. Thomsen '79, M.B.A., Westwood, Massachusetts
Clarence Otis, Jr. '77, J.D., Orlando, Florida
Mary T. McTernan '76, B.A., Swarthmore, Pennsylvania
Brent E. Shay '78, B.A., Boston, Massachusetts
Paul S. Grogan '72, M.Ed., Boston, Massachusetts

TRUSTEE COMMITTEES 2000-2001

Reported below are the committee appointments for 2000-2001. Changes in the 2001-2002 assignments will be presented in the fall.

Executive Committee: The President*, Raymond F. Henze III, *Chair*, Allan W. Fulkerson, Dustin H. Griffin II, Tod R. Hamachek, Michael B. Keating, John B. McCoy, Paul Neely, William G. Ouchi, Joseph L. Rice III, Lucienne S. Sanchez, William E. Simon, Jr., Cecily E. Stone.

Finance Committee: Allan W. Fulkerson, *Chair*, E. David Coolidge III, Laura Estes, Raymond F. Henze III, Peter D. Kiernan III, Robert J. Lipp, Joseph L. Rice III, William E. Simon, Jr. Non-Trustee Members: Stephen A. Lieber, James E. Moltz.

Committee on Instruction: William G. Ouchi, *Chair*, E. David Coolidge III, Dustin H. Griffin II, Robert I. Lipp, Mary T. McTernan, Brent E. Shay, Laura J. Thomsen, Carl W. Vogt, Preston R. Washington.

Buildings and Grounds Committee: Paul Neely, *Chair*, Tod R. Hamachek, Michael B. Keating, John B. McCoy, Clarence Otis, Jr., Joseph L. Rice III, Lucienne S. Sanchez, William E. Simon, Jr., Cecily E. Stone, John S. Wadsworth, Jr., Peter M. Wege II.

Committee on Degrees: Dustin H. Griffin II, *Chair*, Peter D. Kiernan III, Robert I. Lipp, John B. McCoy, William G. Ouchi, Brent E. Shay, William E. Simon, Jr., Carl W. Vogt, Preston R. Washington.

Budget and Financial Planning Committee: Joseph L. Rice III, *Chair*, E. David Coolidge III, Laura Estes, Allan W. Fulkerson, Dustin H. Griffin II, Raymond F. Henze III, Peter D. Kiernan III, Robert I. Lipp, John B. McCoy, Paul Neely, William G. Ouchi, William E. Simon, Jr., Cecily E. Stone, John S. Wadsworth, Jr.

Committee on Alumni Relations and Development: Cecily E. Stone, *Chair*, Allan W. Fulkerson, Tod R. Hamachek, Raymond F. Henze III, Michael B. Keating, Peter D. Kiernan III, John B. McCoy, Mary T. McTernan, Clarence Otis, Jr., Joseph L. Rice III, William E. Simon, Jr., Laurie J. Thomsen, Carl W. Vogt, John S. Wadsworth, Jr., Preston R. Washington, Peter M. Wege II.

Committee on Campus Life: Lucienne S. Sanchez, *Chair*, Laura Estes, Dustin H. Griffin II, Tod R. Hamachek, Michael B. Keating, Clarence Otis, Jr., Brent E. Shay, Carl W. Vogt, John S. Wadsworth, Jr., Preston R. Washington, Peter M. Wege II.

Audit Committee: William E. Simon, Jr., *Chair*, E. David Coolidge III, Laura Estes, Allan W. Fulkerson, Laurie J. Thomsen.

Committee on Trustees: The President*, Raymond F. Henze III, *Chair*, Allan W. Fulkerson, Paul Neely, William G. Ouchi, Lucienne S. Sanchez, Cecily E. Stone, Carl W. Vogt.

Public Affairs Committee: John B. McCoy, *Chair*, Michael B. Keating, Mary T. McTernan, Paul Neely, Brent E. Shay, Carl W. Vogt, Peter M. Wege II. Non-Trustee Members: Charles R. Alberti, W. Thomas Costley, George D. Kennedy.

Committee on Admission and Financial Aid: Tod R. Hamachek, *Chair*, E. David Coolidge III, Laura Estes, Mary T. McTernan, Paul Neely, Clarence Otis, Jr., Lucienne S. Sanchez, Cecily E. Stone, Laurie J. Thomsen, John S. Wadsworth, Jr., Peter M. Wege II.

*The President is an *ex-officio* member of all Trustee committees.

FACULTY EMERITI

William H. Pierson, Jr., M.F.A., Ph.D. <i>Massachusetts Professor of Art, Emeritus</i>	107 South Street
Alex J. Shaw, M.A. <i>Assistant Professor of Physical Education, Emeritus</i>	91 Baxter Road
George H. Hamilton, Ph.D., LITT.D. <i>Professor of Art, Emeritus</i>	121 Gale Road
S. Lane Faison, Jr., M.A., M.F.A., LITT.D. <i>Amos Lawrence Professor of Art, Emeritus</i>	145 Scott Hill Road, Box 631
Charles Compton, Ph.D. <i>Ebenezer Fitch Professor of Chemistry, Emeritus</i>	Palmetto, Florida
Robert C. L. Scott, Ph.D. <i>J. Leland Miller Professor of American History, Literature and Eloquence, Emeritus</i>	Lenox, Massachusetts
Eunice C. Smith, Ph.D. <i>Directrice des Cours du Premier Cycle, Emerita</i>	Concord, New Hampshire
Whitney S. Stoddard, Ph.D. <i>Amos Lawrence Professor of Art, Emeritus</i>	Sweetwood, 1611 Cold Spring Road
H. William Oliver, Ph.D. <i>Thomas T. Read Professor of Mathematics, Emeritus</i>	61 Ide Road
Frederick Rudolph, Ph.D. <i>Mark Hopkins Professor of History, Emeritus</i>	234 Ide Road, Box 515
Lawrence E. Wikander, B.S. in L.S., M.A. <i>College Librarian, Emeritus</i>	21 Cluett Drive
John A. MacFadyen, Jr., Ph.D. <i>Edna McConnell Clark Professor of Geology, Emeritus</i>	Stonington, Connecticut
Richard O. Rouse, Jr., Ph.D. <i>Mary A. and William Wirt Warren Professor of Psychology, Emeritus</i>	85 Harmon Pond Road
Fred H. Stocking, Ph.D. <i>Morris Professor of Rhetoric, Emeritus</i>	464 North Street, Box 181
Vincent M. Barnett, Jr., Ph.D., LL.D., LITT.D., L.H.D., D.C.L. <i>James Phinney Baxter, 3rd, Professor of History and Public Affairs, Emeritus</i>	1251 Main Street
Harold H. Warren, Ph.D. <i>Halford R. Clark Professor of Natural Science, Emeritus</i>	Sarasota, Florida
James MacGregor Burns, Ph.D. <i>Woodrow Wilson Professor of Government, Emeritus</i>	High Mowing, 604 Bee Hill Road
Philip K. Hastings, Ph.D. <i>Professor of Psychology and Political Science, Emeritus</i>	156 Bulkley Street
Anson C. Piper, Ph.D. <i>William Dwight Whitney Professor of Romance Languages, Emeritus</i>	70 Baxter Road
Robert H. Odell, B.A. <i>Assistant Professor of Physical Education, Emeritus</i>	Lewisburg, Pennsylvania
Nicholas Fersen, B.S. <i>Professor of Russian, Emeritus</i>	P. O. Box 125
Robert M. Kozelka, Ph.D. <i>Professor of Mathematics, Emeritus</i>	Chapel Hill, North Carolina
David A. Park, Ph.D. <i>Webster Atwell-Class of 1921 Professor of Physics, Emeritus</i>	29 Hoxsey Street
Guilford L. Spencer II, Ph.D. <i>Frederick Latimer Wells Professor of Mathematics, Emeritus</i>	70 Hamel Avenue

Faculty Emeriti

John D. Eusden, Ph.D.	75 Forest Road
<i>Nathan Jackson Professor of Christian Theology, Emeritus</i>	
William E. McCormick, M.A.	Brooksville, Florida
<i>Assistant Professor of Physical Education, Emeritus</i>	
Henry J. Bruton, Ph.D.	300 Syndicate Road
<i>John J. Gibson Professor of Economics, Emeritus</i>	
William C. Grant, Jr., Ph.D.	155 Sweetbrook Road
<i>Samuel Fessenden Clarke Professor of Biology, Emeritus</i>	
Thomas E. McGill, Ph.D.	Tiverton, Rhode Island
<i>Hales Professor of Psychology, Emeritus</i>	
Irwin Shainman, M.A.	88 Baxter Road
<i>Premier Prix Conservatoire de Paris, Class of 1955 Professor of Music, Emeritus</i>	
Edson M. Chick, Ph.D.	Proctorsville, Vermont
<i>Professor of German, Emeritus</i>	
Benjamin W. Labaree, Ph.D.	Amesbury, Massachusetts
<i>Professor of Environmental Studies and History, Emeritus</i>	
George Pistorius, Ph.D.	54 Cluett Drive
<i>Frank M. Gagliardi Professor of Romance Languages, Emeritus</i>	
James R. Briggs, B.A.	Waitesfield, Vermont
<i>Assistant Professor of Physical Education, Emeritus</i>	
Fielding Brown, Ph.D.	Boston, Massachusetts
<i>Charles L. MacMillan Professor of Physics, Emeritus</i>	
Robert W. Friedrichs, Ph.D.	33 Whitman Street
<i>Professor of Sociology, Emeritus</i>	
Fred Greene, Ph.D.	135 South Street
<i>A. Barton Hepburn Professor of Government, Emeritus</i>	
Kurt P. Tauber, Ph.D.	94 Southworth Street
<i>Class of 1924 Professor of Political Science, Emeritus</i>	
MacAlister Brown, Ph.D.	57 Sabin Drive
<i>Fairleigh S. Dickinson, Jr., Professor of Political Science, Emeritus</i>	
Andrew Crider, Ph.D.	770 Hancock Road
<i>Mary A. and William Wirt Warren Professor of Psychology, Emeritus</i>	
Clara Claiborne Park, M.A., Litt.D.	29 Hoxsey Street
<i>Senior Lecturer in English, Emerita</i>	
C. Ballard Pierce, Ph.D.	Los Alamos, New Mexico
<i>Professor of Physics, Emeritus</i>	
John B. Sheahan, Ph.D.	320 Syndicate Road, Box 751
<i>William Brough Professor of Economics, Emeritus</i>	
G. Lawrence Vankin, Ph.D.	88 Cole Avenue
<i>Professor of Biology, Emeritus</i>	
John M. Hyde, Ph.D.	20 Jerome Drive, Box 145
<i>Brown Professor of History, Emeritus</i>	
William T. Fox, Ph.D.	51 Moorland Street, Box 247
<i>Edward Brust Professor of Geology and Mineralogy, Emeritus</i>	
Lawrence S. Graver, Ph.D.	117 Forest Road
<i>John Hawley Roberts Professor of English, Emeritus</i>	
H. Ganse Little, Jr., Ph.D.	Amherst, Massachusetts
<i>Cluett Professor of Religion, Emeritus</i>	
Phyllis L. Cutler, M.S.L.S.	Milton, Massachusetts
<i>Librarian, Emerita</i>	
David A. Booth, M.A.	44 Willshire Drive
<i>Lecturer In Political Science, Emeritus</i>	

Faculty Emeriti

J. Hodge Markgraf, Ph.D.	104 Forest Road
<i>Ebenezer Fitch Professor of Chemistry, Emeritus</i>	
Daniel D. O'Connor, Ph.D.	36 Hawthorne Road
<i>Mark Hopkins Professor of Intellectual and Moral Philosophy, Emeritus</i>	
Richard H. Sabot	1331 Oblong Road
<i>John J. Gibson Professor of Economics, Emeritus</i>	
John F. Reichert	40 Waterman Place
<i>John W. Chandler Professor of English, Emeritus</i>	
Carl R. Samuelson	575 Water Street
<i>Assistant Professor of Physical Education, Emeritus</i>	
Peter K. Frost	371 Hopper Road
<i>Frederick L. Schuman Professor of International Relations, Emeritus</i>	
Antonio Giménez	Madrid, Spain
<i>Professor of Romance Languages, Emeritus</i>	
Earl L. McFarland, Jr.	112 South Hemlock Brook
<i>Professor of Economics, Emeritus</i>	
Robert R. Peck	Pownal, Vermont
<i>Lecturer in Physical Education, Emeritus</i>	
Robert C. Suderburg	41 Manning Street
<i>Class of 1924 Professor of Music and Composer-in-Residence, Emeritus</i>	

FACULTY 2001-2002

*On leave 2001-2002

**On leave first semester

***On leave second semester

****On leave calendar year (January-December 2002)

- Daniel P. Aalberts *Assistant Professor of Physics*
B.S. (1989) M.I.T.; Ph.D. (1994) M.I.T.
- Colin C. Adams *Francis Christopher Oakley Third Century Professor of Mathematics*
B.S. (1978) M.I.T.; Ph.D. (1983) University of Wisconsin
- Elizabeth M. Adler *Assistant Professor of Biology*
B.S. (1975) Antioch College; Ph.D. (1986) University of Pennsylvania
- Laylah Ali *Assistant Professor of Art*
B.A. (1991) Williams; M.F.A. (1994) Washington University
- Brian Allen *Part-time Lecturer in the Graduate Program in Art History*
- 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
- Jennifer Austin *Assistant Professor of Romance Languages*
B.A. (1991) Earlham College; Ph.D. (2001) Cornell University
- Duane A. Bailey *Professor of Computer Science*
B.A. (1982) Amherst College; Ph.D. (1988) University of Massachusetts
- Jon Bakija *Assistant Professor of Economics*
B.A. (1990) Wesleyan; Ph.D. (1999) University of Michigan
- Lois 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
- 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 and Fellow of the Oakley Center for the Humanities and Social Sciences*
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 *Part-Time Lecturer in Art*
B.A. (1973) Yale; M.Arch. (1976) Yale School of Architecture
- *** M. Jennifer Bloxam *Professor of Music and Fellow of the Oakley Center for the Humanities and Social Sciences, Second Semester*
B.M. (1979) University of Illinois; Ph.D. (1987) Yale
- Roger E. Bolton *William Brough Professor of Economics and Fellow of the Oakley Center for the Humanities and Social Sciences*
A.B. (1959) Franklin & Marshall; Ph.D. (1964) Harvard
- Sarah R. Bolton *Assistant Professor of Physics*
B.S. (1988) Brown; Ph.D. (1995) University of California, Berkeley
- Bryan L. Bonner *Visiting Assistant Professor of Psychology*
B.S. (1995) University of Oregon; Ph.D. (2000) University of Illinois, Urbana-Champaign
- Ralph M. Bradburd *David A. Wells Professor of Political Economy*
B.A. (1970) Columbia; Ph.D. (1976) Columbia
- Elizabeth Brainerd *Assistant Professor of Economics*
B.A. (1985) Bowdoin; Ph.D. (1996) Harvard

Faculty

- Paul Brass *Visiting Professor of Asian Studies, Winter Study and Second Semester*
B.A. (1958) Harvard; Ph.D. (1964) Chicago
- Deborah A. Brothers *Costume Designer of the Adams Memorial Theatre and Lecturer in Theatre*
B.A. (1976) University of New Orleans; M.F.A. (1979) California Institute of the Arts
- Ernest D. Brown *Associate Professor of Music*
B.A. (1969) Harvard; Ph.D. (1984) University of Washington
- * Michael F. Brown *James N. Lambert '39 Professor of Anthropology and Latin American Studies*
A.B. (1972) Princeton; Ph.D. (1981) University of Michigan
- Kim B. Bruce *Frederick Latimer Wells Professor of Computer Science*
B.A. (1970) Pomona; Ph.D. (1975) University of Wisconsin
- Henry J. Bruton *Visiting Professor of Economic*
B.A. (1943) Texas; Ph.D. (1952) Harvard
- * Jean-Bernard Bucky *William Dwight Whitney Professor of Theatre and Fellow of the Oakley Center for the Humanities and Social Sciences*
B.S. (1958) Queens, C.U.N.Y.; M.F.A. (1966) Carnegie-Mellon
- ** Denise Kimber Buell *Assistant Professor of Religion*
A.B. (1987) Princeton; Ph.D. (1995) Harvard
- * Lynda K. Bundtzen *Herbert H. Lehman Professor of English and Fellow of the Oakley Center for the Humanities and Social Sciences, First Semester*
B.A. (1968) University of Minnesota; Ph.D. (1972) University of Chicago
- Edward B. Burger *Professor of Mathematics*
B.A. (1985) Connecticut College; Ph.D. (1990) University of Texas, Austin
- Sandra L. Burton *Assistant Professor of Physical Education*
B.A. (1976) C.U.N.Y.; M.F.A. (1987) Bennington College
- James T. Carlton *Director of Williams-Mystic Program and Professor of Marine Science and Adjunct Professor of Biology*
B.A. (1971) University of California, Berkeley; Ph.D. (1979) University of California, Davis
- Kristin Carter-Sanborn *Assistant Professor of English*
A.B. (1987) Stanford; Ph.D. (1995) U.C.L.A.
- Alison A. Case *Associate Professor of English*
B.A. (1984) Oberlin; Ph.D. (1991) Cornell
- Julie A. Cassiday *Associate Professor of Russian*
B.A. (1986) Grinnell; Ph.D. (1995) Stanford
- Cosmo A. Catalano, Jr. *Production Manager of the Adams Memorial Theatre and Lecturer in Theatre*
B.A. (1976) University of Iowa; M.F.A. (1979) Yale
- Tess Chakkalakal *Visiting Lecturer in English*
B.A. (1995) University of Toronto; M.A. (1996) York University
- Cecilia Chang *Lecturer in Chinese*
B.A. (1981) Fu-Jen University; M.A. (1986) U.C.L.A.
- Raymond Chang *Halford R. Clark Professor of Natural Sciences*
B.S. (1962) London University; Ph.D. (1966) Yale
- Joseph Chihade *Assistant Professor of Chemistry*
B.A. (1989) Oberlin; Ph.D. (1996) Columbia
- Mikhail Chkhenkeli *Assistant Professor of Mathematics*
M.S. (1990) Tbilisi State University; Ph.D. University of Pennsylvania
- Kerry A. Christensen *Associate Professor of Classics and Associate Dean for Academic Studies*
B.A. (1981) Swarthmore; Ph.D. (1993) Princeton
- ** Cassandra J. Cleghorn *Senior Lecturer in English and American Studies, and Fellow of the Oakley Center for the Humanities and Social Sciences, First Semester*
B.A. (1983) University of California, Santa Cruz; Ph.D. (1995) Yale
- Michael P. Conforti *Part-time Lecturer in the Graduate Art Program*
B.A. (1968) Trinity College; Ph.D. (1977) Harvard
- Jonathan H. Conning *Assistant Professor of Economics*
B.A. (1986) Swarthmore; Ph.D. (1995) Yale
- * Timothy E. Cook *Fairleigh S. Dickinson, Jr. Professor of Political Science*
B.A. (1976) Pomona; Ph.D. (1982) University of Wisconsin, Madison

Faculty

- Ronadh Cox
B.S. (1985) University College Dublin; Ph.D. (1993) Stanford *Assistant Professor of Geosciences*
- ** Phebe Cramer
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B.S. (1992) University of Illinois, Chicago; Ph.D. (1997) University of Illinois, Chicago
- *** Mark Schofield *Assistant Professor of Chemistry*
B.S. (1985) University of Massachusetts, Amherst; Ph.D. (1991) M.I.T.
- Sarita See *Mellon Postdoctoral Fellow in Asian American Literature and American Studies in the English Department*
B.A. (1991) University of California, Berkeley; Ph.D. (2000) Columbia University
- * Cheryl L. Shanks *Associate Professor of Political Science*
B.A. (1983) University of California, Santa Cruz; Ph.D. (1994) University of Michigan
- Hartley Shearer *Part-time Lecturer in Art*
B.F.A. (1968) New York University
- Linda B. Shearer *Part-time Lecturer in Art and Director of the Williams College Museum of Art*
B.A. (1968) Sarah Lawrence
- Harry C. Sheehy III *Chair and Director of Physical Education, Athletics and Recreation and Lecturer in Physical Education*
B.A. (1975) Williams; M.Ed. (1988) University of Washington
- Betina Shepard *Part-time Lecturer in Theatre, First Semester*
- * James R. Shepard *J. Leland Miller Professor of American History, Literature, and Eloquence*
B.A. (1978) Trinity; M.F.A. (1980) Brown
- Karen L. Shepard *Part-time Lecturer in English, First Semester*
B.A. (1987) Williams; M.F.A. (1992) University of Houston
- Stephen Sheppard *Professor of Economics*
B.S. (1977) University of Utah; Ph.D. (1984) Washington University
- W. Anthony Sheppard *Assistant Professor of Music*
B.A. (1991) Amherst; Ph.D. (1996) Princeton
- Kevin D. Shockley *Visiting Assistant Professor of Psychology*
B.A. (1993) Radford University; A.B.D. (1999) University of Connecticut
- Lara Shore-Sheppard *Assistant Professor of Economics*
B.A. (1991) Amherst; Ph.D. (1996) Princeton
- ** Mark V. Siegler *Assistant Professor of Economics*
B.A. (1988) University of California, Santa Cruz; Ph.D. (1997) University of California, Davis
- Cathy L. Silber *Assistant Professor of Chinese*
B.A. (1980) University of Iowa; Ph.D. (1995) University of Michigan

Faculty

- Cesar E. Silva
B.S. (1977) Catholic University, Peru; Ph.D. (1984) University of Rochester *Professor of Mathematics*
- Marc Simpson
Ph.D. (1993) Yale *Lecturer in the Graduate Program in Art History*
- * Shanti M. Singham
B.A. (1980) Swarthmore; Ph.D. (1991) Princeton *Associate Professor of History*
- Anne R. Skinner
B.A. (1961) Radcliffe; Ph.D. (1966) Yale *Senior Lecturer in Chemistry*
- David C. Smith
B.S. (1968) Yale; Ph.D. (1977) University of Michigan *Senior Lecturer in Biology*
- David L. Smith
B.A. (1974) New College, Florida; Ph.D. (1980) University of Chicago *Class of 1961 John W. Chandler Professor of English*
- * Thomas E. Smith
B.A. (1988) Williams; Ph.D. (1996) Stanford *Assistant Professor of Chemistry*
- * Anita R. Sokolsky
B.A. (1974) Oberlin; Ph.D. (1985) Cornell *Professor of English*
- Ari Solomon
A.B. (1989) Brown; Ph.D. (1997) American University *Assistant Professor of Psychology*
- Paul R. Solomon
B.A. (1970) S.U.N.Y., New Paltz; Ph.D. (1975) University of Massachusetts *Professor of Psychology*
- Stefanie Solum
B.A. (1991) University of Wisconsin, Madison; Ph.D. (2001) University of California, Berkeley *Assistant Professor of Art*
- Jane South
B.A. (1987) Central School of Art, London; M.F.A. (1997) University of North Carolina, Greensboro *Arthur Levitt, Jr. '52 Artist-in-Residence in Art*
- Scott Spencer
B.A. (1969) University of Wisconsin, Madison *Margaret Bundy Scott Visiting Professor in English, First Semester*
- Richard H. Stamelman
B.A. (1963) Hamilton; Ph.D. (1968) Duke *Professor of Romance Languages*
- Jefferson Strait
A.B. (1975) Harvard; Ph.D. (1985) Brown *Associate Professor of Physics*
- Arnard V. Swamy
B.A. (1983) University of Delhi, India; Ph.D. (1993) Northwestern University *Assistant Professor of Economics*
- Karen E. Swann
B.A. (1975) Oberlin; Ph.D. (1983) Cornell *Professor of English*
- Steven J. Swoap
B.A. (1990) Trinity; Ph.D. (1994) University of California, Irving *Assistant Professor of Biology*
- Barbara E. Takenaga
B.F.A. (1972) University of Colorado; M.F.A. (1978) University of Colorado *Professor of Art*
- * Mark C. Taylor
B.A. (1968) Wesleyan; Ph.D. (1973) Harvard; Doktorgrad (1981) University of Copenhagen *Cluett Professor of Humanities and Religion*
- James D. Teresco
B.S. (1992) Union College; Ph.D. (2000) Rensselaer Polytechnic Institute *Assistant Professor of Computer Science*
- John W. Thoman, Jr.
B.A. (1982) Williams; Ph.D. (1987) M.I.T. *Professor of Chemistry*
- * Stephen J. Tifft
B.A. (1975) Harvard; Ph.D. (1984) Cornell *Professor of English*
- ** Patricia J. Tracy
A.B. (1969) Smith; Ph.D. (1977) University of Massachusetts *Charles R. Keller Professor of History*
- Peter D. Van Oot
B.A. (1978) Williams; J.D. (1985) Georgetown *Visiting Professor of Environmental Studies, First Semester*
- Janneke van de Stadt
B.A. (1988) Amherst College; Ph.D. (2000) University of Wisconsin, Madison *Assistant Professor of Russian*
- Frances Vandermeer
B.S. (1987) Southern Connecticut State University *Assistant Professor of Physical Education*
- Ileana Perez Velazquez
B.M. Higher Institute of Arts-Havana, Cuba; D.M. (2000) Indiana University *Assistant Professor of Music*
- Bradford Verter
B.A. (1989) Columbia; Ph.D. (1997) Princeton *Visiting Assistant Professor in American Religion*

Faculty

William G. Wagner B.A. (1972) Haverford; D.Phil. (1980) Oxford	<i>Brown Professor of History</i>
Christopher M. Waters B.A. (1977) California State, Long Beach; Ph.D. (1985) Harvard	<i>Hans W. Gatzke '38 Professor of Modern European History and Director of the Williams-Oxford Programme</i>
Ben Weaver	<i>Part-time Lecturer in English, Second Semester</i>
Andrew Weiss	<i>Visiting Professor of Economics, Second Semester</i>
Bradley Wells B.A. (1984) Principia College; M.M.A. (1998) Yale	<i>Artist-in-Residence in Choral and Vocal Performance and Part-time Lecturer in Music</i>
Peter S. Wells B.A. (1979) Williams	<i>Assistant Professor of Physical Education, Coordinator of Crew Programs, and Head Coach of Men's Crew</i>
Carmen Whalen B.A. (1985) Hampshire College; Ph.D. (1994) Rutgers	<i>Assistant Professor of History</i>
Michael F. Whalen B.A. (1983) Wesleyan; M.P.E (1986) Springfield College	<i>Assistant Professor of Physical Education</i>
Dwight L. Whitaker B.S. (1992) University of Connecticut; Ph.D. (1999) Brown	<i>Assistant Professor of Physics</i>
Alan E. White B.A. (1972) Tulane; Ph.D. (1980) Pennsylvania State	<i>Mark Hopkins Professor of Philosophy</i>
Ralph White B.S. (1974) Penn State University	<i>Assistant Professor of Physical Education</i>
Craig S. Wilder B.A. (1987) Fordham; Ph.D. (1994) Columbia	<i>Assistant Professor of History</i>
Heather Williams B.A. (1977) Bowdoin; Ph.D. (1985) Rockefeller	<i>Professor of Biology</i>
Alex W. Willingham B.A. (1963) Southern University, Baton Rouge; Ph.D. (1974) U.N.C., Chapel Hill	<i>Professor of Political Science</i>
Gordon C. Winston A.B. (1950) Whitman; Ph.D. (1964) Stanford	<i>Professor of Economics and Orrin Sage Professor of Political Economy</i>
Janine Wittwer B.A. (1993) New York University; Ph.D. (2000) University of Chicago	<i>Assistant Professor of Mathematics</i>
Reinhard A. Wobus A.B. (1962) Washington University; Ph.D. (1966) Stanford	<i>Edna McConnell Clark Professor of Geology</i>
K. Scott Wong B.A. (1976) Rutgers; Ph.D. (1992) University of Michigan	<i>Associate Professor of History</i>
James B. Wood B.A. (1968) Florida Presbyterian; Ph.D. (1973) Emory	<i>The Wilmott Family Third Century Professor of History</i>
* William K. Wootters B.S. (1973) Stanford; Ph.D. (1980) University of Texas	<i>Professor of Physics</i>
* Reiko Yamada Ph.D. (1988) Cornell	<i>Associate Professor of Japanese</i>
Kasumi Yamamoto B.A. (1985) Columbia; Ph.D. (1999) Cornell	<i>Assistant Professor of Japanese</i>
** Betty Zimmerberg B.A. (1971) Harvard; Ph.D. (1976) C.U.N.Y.	<i>Professor of Psychology</i>
David J. Zimmerman B.Comm. (1985) University of Toronto; Ph.D. (1992) Princeton	<i>Associate Professor of Economics</i>
Michael Zimmermann	<i>Robert Sterling Clark Visiting Professor in the Graduate Program in Art History, First Semester</i>
Steven J. Zottoli B.A. (1969) Bowdoin; Ph.D. (1976) University of Massachusetts	<i>Howard B. Schow '50 and Nan W. Schow Professor of Biology</i>

ATHLETIC COACHES

David Barnard	<i>Men's Varsity Baseball, Assistant Varsity Football</i>
B.A. (1981) Wesleyan University; M.A. (1989) Wesleyan University	
Fletcher A. Brooks	<i>Fitness Center Supervisor and Strength and Throws Coach</i>
B.A. (1993) Allegheny College; M.S. (1996) Springfield College	
Richard J. Farley	<i>Varsity Football, Assistant Varsity Spring Track</i>
B.S. (1968) Boston University; M.Ed. (1975) Boston University	
Peter K. Farwell	<i>Men's Varsity and Junior Varsity Cross Country</i>
B.A. (1973) Williams; M.A. (1990) Central Michigan	
Robert L. Fisher, Jr.	<i>Men's and Women's Varsity Skiing, Associate Director of Athletics</i>
B.A. (1970) St. Lawrence; M.Ed. (1974) St. Lawrence	
Julie Greenwood	<i>Women's Varsity Squash, Women's Varsity Tennis</i>
B.A. (1996) Williams College	
Edward S. Grees	<i>Men's and Women's Varsity Skiing, Assistant Men's and Women's Tennis</i>
B.A. (1975) Windham; M.S. (1982) University of Massachusetts	
David C. Johnson	<i>Men's Varsity Tennis, Men's Varsity Squash</i>
B.A. (1971) Williams College; M.A. (1997) Williams College	
William R. Kangas	<i>Men's Varsity Ice Hockey, Men's Junior Varsity Lacrosse,</i>
B.A. (1982) University of Vermont; M.Ed. (1994) North Adams State College	<i>Director of Chapman Rink</i>
Kathleen Callahan Koch	<i>Men's and Women's Diving; Sailing; and Physical Education Instructor</i>
B.A. (1986) University of Maine, Orono	
Steven Kuster	<i>Men's and Women's Varsity Swimming, Coordinator of Aquatics</i>
M.A. (1999) Harvard	
Renzie W. Lamb	<i>Men's Varsity Lacrosse, Assistant Varsity Football,</i>
B.A. (1959) Hofstra	<i>Coordinator of Intramurals</i>
Scott Lewis	<i>Assistant Varsity Wrestling, Outing Club Director</i>
B.S. (1980) Springfield College; M.A. (1985) Springfield College	
Patricia M. Manning	<i>Women's Varsity Basketball</i>
B.S. (1977) Cortland; M.S. (1988) Smith; M.S. (1981) Cortland	
Christine Larson Mason	<i>Women's Varsity Lacrosse</i>
B.S. (1978) Pennsylvania State; M.Ed. (1986) Boston University	
Lisa M. Melendy	<i>Women's Varsity Soccer, Women's Junior Varsity Lacrosse,</i>
A.B. (1982) Smith; M.S. (1985) University of Massachusetts	<i>Senior Women's Administrator and Assistant Athletic Director</i>
Joseph Milan	<i>Women's Varsity Ice Hockey</i>
B.A. (1980) University of Massachusetts	
Justin Moore	<i>Women's Varsity Crew</i>
B.A. Rollins College	
David Paulsen	<i>Men's Varsity Basketball</i>
M.A. (1993) University of Michigan	
Richard Pohle	<i>Men's Varsity Golf</i>
B.S. (1972) University of Maine–Orono	
Alix Rorke	<i>Women's Varsity Field Hockey</i>
B.A. (1993) Williams; M.A. (1996) Smith	
T. Michael Russo	<i>Men's Varsity Soccer, Men's Junior Varsity Lacrosse</i>
B.A. (1967) University of Massachusetts; M.S. (1970) University of Massachusetts	
Frances Vandermeer	<i>Women's Softball, Women's Volleyball</i>
Peter S. Wells	<i>Men's Varsity Crew, Coordinator of Crew</i>
B.A. (1979) Williams	
Michael F. Whalen	<i>Varsity Wrestling, Assistant Varsity Football</i>
B.A. (1983) Wesleyan; M.Ed. (1986) Springfield College	
Ralph White	<i>Head Men's and Women's Track</i>
B.S. Penn. State University	

LIBRARIES

David M. Pilachowski	<i>College Librarian</i>
B.A. (1971) University of Vermont; M.L.S. (1973) University of Illinois	
Sylvia B. Kennick Brown	<i>College Archivist/Special Collections Librarian</i>
A.B. (1977) Oberlin; M.S.L.S. (1981) Simmons	
Lee B. Dalzell	<i>Head of Research and Reference Services</i>
B.A. (1960) Smith; M.S.L.S. (1974) Simmons	
Walter Komorowski	<i>Head of Library Systems</i>
B.A. (1979) North Adams State College; M.L.S. (1988) S.U.N.Y., Albany	
Helena Warburg	<i>Head of the Science Library</i>
B.S. (1980) Indiana University; M.L.I.S. (1987) Indiana University	
Sandra L. Brooke	<i>Head of Acquisitions and Collection Development</i>
B.A. (1979) Northwestern; M.A. (1982) Williams College; M.L.S. (1999) S.U.N.Y., Albany	
Rebecca Ohm	<i>Reference and Government Documents Librarian</i>
B.A. (1975) Sagamon State University; M.L.S. (1995) S.U.N.Y., Albany	
Peter Giordano	<i>Reference Librarian</i>
B.A. (1980) Brooklyn College; M.L.S. (1986) Simmons	
Christine O. Ménard	<i>Reference and Electronic Resources Librarian</i>
B.A. (1987) University of Tours, France; M.L.S. (1991) S.U.N.Y., Albany	
Robin Kibler	<i>Head of the Cataloging Department</i>
B.Mus. (1975) Southern Methodist; M.L.S. (1990) S.U.N.Y., Albany	
Karen Gorss Benko	<i>Catalog Librarian</i>
B.A. (1994) Yale; M.L.S. (1999) S.U.N.Y., Albany	
Christine W. Blackman	<i>Catalog Librarian</i>
B.A. (1989) Notre Dame; M.L.S. (1999) Simmons College	
Amy Rupert	<i>Acting College Archivist/Special Collections Librarian</i>
B.A. (1990) S.U.N.Y., Potsdam; M.L.S. (1996) S.U.N.Y., Albany	
Jo-Ann Irace	<i>Circulation Supervisor</i>
Judy J. Jones	<i>Reserve and A/V Supervisor</i>
Elizabeth L. Milanesi	<i>Assistant to the College Librarian</i>
Alison R. O'Grady	<i>Interlibrary Loan Supervisor</i>
Robert L. Volz	<i>Custodian of the Chapin Library</i>
B.A. (1962) Marquette; M.A.L.S. (1963) University of Wisconsin	
Wayne G. Hammond	<i>Assistant Chapin Librarian</i>
B.A. (1975) Baldwin-Wallace; M.L.S. (1976) University of Michigan	

FACULTY-STUDENT COMMITTEES 2000-2001

Academic Standing: Sherron E. Knopp, *Chair*, Talia Ben-Zeev, Roger A. Kittleson, Cornelius C. Kubler, Barbara Lerner, John W. Thoman, Kerry A. Christensen*, Nancy A. Roseman*, Richard L. Nesbitt*, Charles R. Toomajian, Jr.*

Appointments and Promotions: Kim B. Bruce, Jean Bernard Bucky, Jana Sawicki, Catharine B. Hill*, Thomas A. Kohut*, Morton Owen Schapiro*.

Calendar and Schedule: Cesar E. Silva, *Chair*, Deborah A. Brothers, Phebe Cramer, Barbara A. Casey*, Robert L. Fisher*, Peter D. Grudin*, Tracy E. Borawski '03, Joshua S. Easter '01, Ari S. Kessler '04.

Chapin Library: Charles Fuqua, *Chair*, Donald deB Beaver, David P. Dethier, David M. Pilachowski*, Robert L. Volz*.

Educational Policy: Laurie Heatherington, *Chair*, Sarah R. Bolton, Julie A. Cassiday, Andrea Danyluk, Monique Deveaux, Elizabeth P. McGowan, Nancy A. Roseman*, Thomas A. Kohut*, Charles R. Toomajian, Jr.*, Morton Owen Schapiro*, Morgan N. Barth '02, Justin E. Crowe '03, Cristin G. Gunther '01, Chabeth G. Haynes '02, Jennifer L. Roizen '03, Christie M. Schueler '04.

Faculty Review: Sarah R. Bolton, Kristin Carter-Sanborn, Jill M. Constantine, Andrea Danyluk, Richard D. DeVeaux, Stephen Fix, Laurie Heatherington, Gary J. Jacobsohn, Roger A. Kittleson, Leyla Rouhi, James R. Shepard, William K. Wootters.

Honorary Degrees: Suzanne L. Graver, Kevin M. Jones, Peter J. Montiel, Joan Edwards*, Morton Owen Schapiro*, Morgan N. Barth '02, Daniel F. Elsea '02, Alix B. Partnow '02.

Honor System-Discipline: Lee Y. Park†, *Chair of Discipline Committee*, Peter Just†, *Chair of Honor Committee*, Henry W. Art, Scarlett Jang†, David C. Johnson, Shinko Kagaya, Marlene J. Sandstrom†, Alex W. Willingham, Nancy A. Roseman*†, Nicholas D. Brandt '02†, Casey A. Czubay '04†, Jordan N. Goldwarg '03†, Rebecca L. Hinyard '01†, Freedom Oeur '03†, Krzysztof Piekarski '01†, Leo O. Salinger '04†, Andrew M. Woolf '02†.

Information Technology: Stewart D. Johnson, *Chair*, Jennifer L. Frankl, David S. Kechley, Shawn J. Rosenheim, Catharine B. Hill*, David M. Pilachowski*, Dinny S. Taylor*, Ian J. Brown '01, Carissa L. Carter '01, Benjamin S. Isecke '02, Eric M. Schoenfeld '03.

Lecture: John K. Limon, *Chair*, Gary J. Jacobsohn, Susan R. Loepp, Vassiliki Panoussi, Elisa T. Beller '01, Joseph T. Gallagher '03, Patrick B. Kelly '02, Adam C. Sischy '02.

Library: Lynda K. Bundtzen, *Chair*, George T. Crane, David P. Dethier, Catharine B. Hill*, David M. Pilachowski*, Robert L. Volz*, Zachary R. Blume '02, Rachel A. DeSouza '03, Bethany L. Sayles '03.

Priorities and Resources: William G. Wagner, *Chair*, Michael A. Glier, Stephen J. Tifft, Deborah L. Weiss, Stephen R. Birrell*, Keith C. Finan*, Catharine B. Hill*, Richard S. Myers*, Helen Ouellette*, Healy F. Thompon '03, Susan M. Combs '04.

Steering: David B. Edwards, *Chair*, Robert H. Bell, Protik K. Majumder, Amy D. Podmore, Wendy E. Raymond, Craig S. Wilder.

Undergraduate Life: Charles B. Dew, *Chair*, Julie A. Greenwood, Thomas E. Smith, Bradley C. Wells, Kasumi Yamamoto, Thomas D. McEvoy*, Matthew J. Atwood '01, Augustus P. Howard '03, Kelsey C. Peterson '04, Kristin D. Sullivan '01.

Faculty-Student Committees, Special Advisors

Winter Study Program: Zirka Z. Filipczak, *Chair*, Susan L. Engel, Matthew A. Kraus, Mark H. Schofield, James R. Shepard, Barbara A. Casey*, Lee B. Dalzell*, Cathryn M. Christensen '01, Patrick B. Kelly '02, Elizabeth M. Hamachek'01, Jessica C. Robbins '01.

* Ex-officio

† Honor Subcommittee

Commission on Diversity and Community: Gail M. Newman, *Chair*, Nancy J. McIntire, *Liaison with College Council*, Rachel M. Arauz, Annemarie Bean, Cecilia Chang, Jill M. Constantine, William C. Dudley, Scott A. Lewis, Enrique Peacock-López, Alex W. Willingham, Nancy A. Roseman*.

SPECIAL ADVISORS 2001-2002

Architecture: Ann K. McCallum

Business Schools and Business Opportunities: Fatma Kassamali

Divinity Schools: Richard E. Spalding

Engineering: Sarah R. Bolton

Federally Funded Faculty Fellowships (NSF, Fulbright, HIMH, etc.): Nancy J. McIntire

Faculty Fellowships: Thomas A. 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

International Student Advisor: Amy Pettengill Fahnestock

Law Schools: Mary M. Winston

Medical, Dental and Veterinary Schools: Susan M. Salko

National Science Foundation: Department Chairs

Peace Corps: Fatma Kassamali

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, Mary M. Winston

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: Steven Fein

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 2001-2002, these advisors are:

Kerry Christensen, *Associate Dean for Academic Programs*
Peter Grudin, *Assistant Dean of the College*
Norma Lopez, *Assistant Dean of the College*
Laura McKeon, *Assistant Dean of the College and Director of International Study*
Amy Pettengill Fahnestock, *Assistant Dean of the College and International Student Advisor*
Stephen Sneed, *Associate Dean of the College*
Charles Toomajian, *Associate Dean for Student Services and Registrar*
Nancy McIntire, *Assistant to the President and Affirmative Action Officer*
Richard Spalding, *Chaplain to the College*
Martha Tetrault, *Director of Human Resources*
Robert Wright, *Human Resources Manager*
Ruth Harrison, *Director of Health*
Donna Denelli-Hess, *Health Educator*
Carlos Silva '04
Healy Thompson '03
Cathy Johnson, *Professor of Political Science*
Protik Majumder, *Assistant Professor of Physics*
Paula Moore Tabor, *Associate Director of Alumni Relations*
Bruce Wheat, *Multimedia Instructional Technician*

STANDING PANEL 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: Sarah Bolton, Alison Case, David Dethier, Stephen Fix, Antonia Foias, Michael Glier, Gary Jacobsohn, Vassiliki Panoussi, Steven Swoap, Reinhard Wobus, K. Scott Wong, a 12th person to be determined

Provost's Panel: Susan Bernardy, Michael Frawley, Robin Kibler, Richard Nesbitt, Charles Toomajian, Pamela Turton

Vice President's Panel: Helen Aitken, Eric Beattie, Karen Jolin, Peter Landry, Ernani Rosse, Kathleen Therrien

College Council Panel: Ohm Deshpande '04, Nicholas Kerr '04, Claudene Marshall '03, Christina Villegas '04, Spencer Wong '04, June Yi '02

Minority Faculty-Staff Representatives: Sandra Burton, Fatma Kassamali

Faculty Chair: Appointed by President

Staff Chair: Appointed by President

OFFICES OF ADMINISTRATION 2001-2002

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
 Richard S. Myers *Associate Provost and Director of Institutional Research*
 B.A. (1991) University of Virginia; M.Ed. (1993) University of Virginia; Ph.D. (1999) University of Virginia
 TBA *Assistant Provost and Director of the Budget*
 Marianne Congello *Executive Assistant to the Provost*

Office of the Dean of the Faculty

Thomas A. Kohut *Dean of the Faculty*
 B.A. (1972) Oberlin; Ph.D. (1983) University of Minnesota
 Thomas H. Wintner *Associate Dean of the Faculty*
 B.A. (1993) Williams; M.A. (1996) Harvard
 Sally L. Bird *Assistant to the Dean of the Faculty*

Office of the Dean of the College

Nancy A. Roseman *Dean of the College*
 A.B. (1980) Smith; Ph.D. (1987) Oregon State
 Stephen D. Sneed *Associate Dean*
 B.S. (1971) Western Michigan University; Ed.D. (1979) West Virginia University
 Kerry A. Christensen *Associate Dean for Academic Programs*
 B.A. (1981) Swarthmore; Ph.D. (1993) Princeton
 Charles R. Toomajian, Jr. *Associate Dean for Student Services and Registrar*
 A.B. (1965) Bowdoin; Ph.D. (1974) Cornell
 Amy Pettengill Fahnestock *Assistant Dean and International Student Advisor*
 B.A. (1985) Colgate; M.A. (1992) School for International Training
 Peter D. Grudin *Assistant Dean/Director of the Writing Workshop*
 B.A. (1964) Lehigh; Ph.D. (1971) Harvard
 Norma Lopez *Assistant Dean*
 B.A. (1995) Williams; Ed.M. (1999) Harvard
 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*
 Richard C. Kelley *Activities Coordinator*
 B.A. (1989) Slippery Rock University of Pennsylvania; M.A. (1991) Slippery Rock University of Pennsylvania

Office of the Vice President for Administration and Treasurer

Helen Ouellette *Vice President for Administration and Treasurer*
 B.A. (1967) College of St. Teresa; Ph.D. (1971) Harvard
 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*
 A.S. (1969) Berkshire Community College; Certified Paralegal (1998)

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, Durham
 Bruce H. Begin *Director of Planned Giving*
 B.S. (1966) S.U.N.Y., Buffalo; M.A. (1971) N.Y.U.
 Robert V. Behr *Alumni Travel Coordinator*
 B.A. (1955) Williams; Ed.M. (1962) Harvard

Offices of Administration

Judith B. Bleezarde B.A. (1961) S.U.N.Y., Albany; M.Ed. (1976) Massachusetts College of Liberal Arts	<i>Development Research Specialist</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>
Joan Gregg Callahan B.A. (1989) Williams	<i>Director of Annual Giving</i>
Patricia A. Chapman B.A. (1992) Cornell University	<i>Development Research Specialist</i>
Heather L. Coussoule B.A. (1995) Trinity College, Burlington	<i>Development Officer, Alumni Fund</i>
Mary Ellen Czerniak B.A. (1972) DePaul University; B.A. (1977) University of Wyoming	<i>Director of Corporate and Foundation Relations</i>
Nancy D'Ambrosio B.A. (1974) American International College; M.Ed. (1976) Springfield College; M.B.A. (1979) American International College	<i>Senior Development Officer</i>
David B. Dewey B.A. (1982) Williams	<i>Director of the 50th Reunion Program</i>
Marilyn P. Ellingwood B.A. (1962) University of Massachusetts	<i>Development Officer, Alumni Fund</i>
Diana M. Elvin B.A. (1971) Wheaton College; M.A. (1990) Assumption College	<i>Director of Donor Relations</i>
Lewis E. Fisher B.A. (1989) Williams	<i>Assistant Director of Alumni Relations</i>
Brooks L. Foehl B.A. (1988) Williams	<i>Development Officer, Alumni Fund</i>
Virginia N. Gaskill	<i>Executive Assistant</i>
Jennifer E. Grow B.A. (1994) Mt. Holyoke College	<i>Assistant Editor of Alumni Publications</i>
William S. Harrold B.A. (1982) University of Massachusetts, Amherst; M.A. (1989) Emerson College; J.D. (1992) Suffolk University Law School	<i>Senior Development Officer</i>
Sara L. Holden B.A. (1969) St. Joseph College	<i>Development Research Specialist</i>
Sally C. Holland B.A. (1972) University of New Hampshire, Durham	<i>Director of Development</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>
Amy T. Lovett B.A. (1994) University of Richmond	<i>Editor of Alumni Publications</i>
Robert E. McQuinn B.A. (1988) University of Southern California; M.B.A. (1989) University of Southern California	<i>Associate Vice President for Development</i>
Julie J. Menard B.S. (2000) Massachusetts College of Liberal Arts	<i>Programmer/Analyst</i>
Megan Morey B.A. (1989) Ohio Wesleyan University	<i>Senior Development Officer</i>
Damon Reed B.A. (1962) Connecticut College	<i>Director of Parent Giving</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>Manager of Gift Administration</i>
Deborah L. Schneer B.A. (1975) University of Massachusetts at Amherst; M.A. (1977) University of Massachusetts at Amherst; Ph.D. (1990) University of Massachusetts at Amherst	<i>Development Intern</i>
Jennifer J. Small B.A. (1988) Union College	<i>Senior Development Officer</i>
Paula Moore Tabor B.A. (1976) Williams; Ed.M. (1989) Harvard	<i>Associate Director of Alumni Relations</i>

Offices of Administration

Tracey D. Tidgewell
B.A. (1994) University of Norte Dame; J.D. (1998) University of Virginia
Development Officer, Planned Giving

Stephen M. Tomkowicz
B.S. (1985) Massachusetts College of Liberal Arts
Senior Programmer/Analyst

Robert H. White
B.A. (1977) Colgate
Director of Communications

Catherine M. Yamamoto
B.B.A. (1973) University of Wisconsin
Development Officer, Alumni Fund

Office of Admission

Richard L. Nesbitt
B.A. (1974) Williams; M.S.Ed. (1985) University of Pennsylvania
Director of Admission

Gina M. Coleman
B.A. (1990) Williams; M.Ed. (2000) Massachusetts College of Liberal Arts
Associate Director of Admission

Frances B. Lapidus
B.S. (1966) Maryland; M.Ed. (1978) Massachusetts College of Liberal Arts
Associate Director of Admission

Constance D. Sheehy
B.A. (1975) Williams; M.Ed. (1995) Massachusetts College of Liberal Arts
Associate Director of Admission for Operations

Nathaniel Budington
B.A. (1979) Johnston College
Assistant Director of Admission

Karen J. Parkinson
A.B. (1970) Mount Holyoke; M.Ed. (1976) University of Rochester
Assistant Director of Admission

Lauren E. Posner
B.A. (1989) Smith; M.S.W. (1992) Columbia University School of Social Work
Assistant Director of Admission

Matthew A. Swanson
B.A. (1997) Williams
Assistant Director of Admission

Office of Campus Safety and Security

Jean M. Thorndike
B.S. (1986) Southern Vermont College
Director of Campus Safety

David J. Boyer
B.S. (1982) Westfield State College
Associate Director of Security

Office of Career Counseling

Fatma Kassamali
B.A. (1970) Cedar Crest; M.S. (1972) Syracuse
Director of Career Counseling

Mary M. Winston
B.A. (1987) Massachusetts College of Liberal Arts
Associate Director of Career Counseling

Dawn M. Dellea
B.S. (1992) Northeastern University
Career Counselor

Ronald L. Gallagher
B.S. (1976) Springfield; A.S. (1974) Springfield Technical College
Alumni Internship Program Counselor

Office of the Chaplain

Richard E. Spalding
B.A. (1976) Yale University; M. Div. (1981) Yale Divinity School; S.T.M. (1986) Union Theological Seminary
Chaplain and Coordinator of Community Service

Peter Feudo, Jr.
B.A. (1974) Boston College; M.A. (1977) Michigan State University; Sc.D. (1986) Boston University; Third Order Profession, Secular Franciscan Order
Associate Chaplain

Sigma F. Coran
B.A. (1988) Tufts University; M.A. (1992) Hebrew Union College-Jewish Institute of Religion; Rabbinic Ordination (1993) Hebrew Union College-Jewish Institute of Religion
Associate Chaplain

Conference Office

Marjorie M. Wylde
B.A. (1964) Regis
Director of Conferences

Office of the Controller

Susan S. Hogan, CPA
B.S. (1980) Syracuse
Controller

Karen P. Jolin
B.S. (1982) Massachusetts College of Liberal Arts
Director of Financial Information Systems

David W. Holland
B.S. (1967) Suffolk University
Bursar

Sandra A. Connors
Kelly F. Kervan
B.S. (1990) North Adams State College
Supervisor of Gift and Grant Accounting
Accountant

Offices of Administration

Office of Financial Aid

Paul J. Boyer B.A. (1977) Williams	<i>Director of Financial Aid</i>
Betsy Hobson B.S. (1989) University of Colorado	<i>Associate Director of Financial Aid</i>
Jessica L. Bernier B.A. (1998) Bowdoin College	<i>Assistant Director of Financial Aid</i>

Office of Health

Ruth G. Harrison B.S. (1973) Hunter College; M.A. (1982) New York University	<i>Director of Health Services</i>
Dale M. Newman, F.N.P. B.S. (1986) S.U.N.Y., Stonybrook; M.S.N. (1995) Sage Colleges	<i>Nurse Practitioner</i>
Frances Lippmann, Ph.D. B.A. (1955) Adelphia; Ph.D. (1966) New York University	<i>Director of Psychological Counseling</i>
John A. Miner B.S. (1973) University of South Dakota; M.D. (1975) University of Minnesota	<i>Psychiatrist</i>
Margaret H. Wood, L.I.C.S.W. B.A. (1968) Eckerd College; M.S.W. (1987) S.U.N.Y., Albany	<i>Psychotherapist</i>
Donna M. Denelli-Hess B.A. (1975) Massachusetts College of Liberal Arts; M.S.P.H. (1978) University of Massachusetts	<i>Health Educator</i>
Alyssa Sporbett B.A. (1992) North Adams State College; M.Ed. (2000) Cambridge College	<i>Health Educator</i>
Michael Pinsonneault	<i>Pharmacist</i>

Health Professions Program Office

Susan M. Salko B.A. (1990) George Mason University; M.S. (1996) University of Scranton, Pennsylvania	<i>Health Professions Advisor</i>
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Office of Human Resources

Martha R. Tetrault B.A. (1977) Springfield College; M.A. (1985) S.U.N.Y., Albany	<i>Director of Human Resources</i>
Robert F. Wright	<i>Associate Director of Human Resources</i>
Rosemary K. Moore B.A. (1968) Viterbo college; M.S. (1974) S.U.N.Y., Albany	<i>HRIS Manager</i>
Richard B. Davis B.A. (1971) Lowell Tech; M.B.A. (1981) University of Massachusetts	<i>Payroll Manager</i>
Kristine A. Maloney	<i>Benefits Administrator</i>

Office for Information Technology

James F. Allison B.S. (1972) Tufts; M.B.A. (1994) Clark	<i>Project Manager</i>
Gayle R. Barton B.A. (1973) Bryn Mawr; M.Ed. (1992) St. Lawrence	<i>Director of Instructional Technology</i>
Mark I. Berman B.S. (1988) S.U.N.Y., Binghamton	<i>Director of Networks and Systems</i>
Cheryl Brewer	<i>Budget and Facilities Administrator</i>
Peter Charbonneau B.S.E.E. (1984) University of Colorado	<i>Networks and Systems Administrator</i>
Andy Chiu B.A. (2000) Williams	<i>Documentation Web and Training Specialist</i>
Mark R. Connor B.A. (1983) Berkshire Community College	<i>Desktop Support Specialist</i>
Ashley W. Frost B.A. (1992) Williams	<i>Networks and Systems Administrator</i>
Lance E. Gallup	<i>Assistant Networks and Systems Administrator</i>
Paul Gerding B.S. University of the South	<i>Special Projects Manager</i>
Mika Hirai B.A. (1989) Obirin University; M.A. (2001) University of Iowa	<i>Instructional Technology Specialist</i>
Maggie Koperniak B.A. (1979) Massachusetts College of Liberal Arts; M.S. (1999) University of Massachusetts, Amherst	<i>Project Manager</i>

Offices of Administration

Criss S. Laidlaw B.A. (1982) Carleton College	<i>Project Manager</i>
Benjamin D. LaRoche B.C.C. (1995) Champlain College	<i>Network Projects Administrator</i>
John M. Markunas B.S.E.E. (1974) Lowell Tech	<i>Network and Systems Administrator</i>
Sharron J. Macklin B.S. (1972) University of Massachusetts, Amherst; M.S. (1996) University of Maine, Orono	<i>Instructional Technology Specialist</i>
Gabriel McHale Milos Mladenovic B.A. (1994) Yale	<i>Networks and Systems Administrator Desktop Support Specialist</i>
Jonathan Morgan-Leaman B.A. (1989) Colgate	<i>Database Integration 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>
Mike Richardson	<i>Desktop Specialist</i>
Seth Rogers B.A. (1989) Reed College	<i>Desktop Specialist</i>
Douglas A. Rydell B.A. (1980) St. John's	<i>Project Manager</i>
Paul J. Smernoff	<i>Assistant Networks and Systems Administrator</i>
Terri-Lynn Superneau B.S. (1992) Westfield State College	<i>Desktop Specialist</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>
Bruce Wheat	<i>Instructional Technology Specialist</i>

Office of Investment

Christopher J. Wolf B.A. (1993) Williams; M.S./M.B.A. (1994) Northeastern University	<i>Manager of Investments and Treasury Operations</i>
Robert A. Seney	<i>Investment Administrator</i>
Kathleen L. Therrien	<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>
Karen Whalen B.S. (1988) Temple University	<i>Coordinator of Business and Financial Planning</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>Assistant 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>
Holly E. Silva B.S. (1977) Southern Connecticut State College; M.F.A. (1987) Smith College	<i>Assistant Coordinator of Dance</i>

Office of Public Affairs

James G. Kolesar B.A. (1972) Williams	<i>Director of Public Affairs</i>
Heather H. Clemow B.A. (1975) Stephens College; M.S. (1976) Nova University	<i>Director of Publications for the Office of Public Affairs</i>
A. Jo Procter B.A. (1960) Antioch College; M.S. (1987) Boston University	<i>News Director</i>
Dick Quinn B.A. (1973) Holy Cross; M.S. (1989) Iona	<i>Assistant Director of Public Affairs, Director of Sports Information</i>

Offices of Administration

Alicia Smith

Web Developer

Office of the Registrar

Charles R. Toomajian, Jr.
A.B. (1965) Bowdoin; Ph.D. (1974) Cornell

Registrar and Associate Dean for Student Services

Barbara A. Casey
B.A. (1983) Williams

Associate Registrar for Student and Faculty Services

Mary L. Morrison
B.A. (1974) Mount Holyoke; M.B.A. (1989) S.U.N.Y., Albany

Associate Registrar for Records and Registration

Special Academic Programs Office

Margaret L. Magavern

*Coordinator of Special Academic Programs and
Director of the Math Science Resource Center*

B.A. (1983) Wesleyan University; Ed.M. (1996) North Adams State College

Center for Development Economics

Peter J. Montiel
B.A. (1973) Yale; Ph.D. (1978) M.I.T.

Chair, Executive Committee

Thomas S. Powers
B.A. (1981) Williams; M.B.A. (1987) Harvard

Director of the Center for Development Economics

Pamela D. Turton
B.A. (1970) Colby College; M.Ed. (1971) University of Cincinnati

Assistant Director

Center for Environmental Studies

Henry W. Art
A.B. (1966) Dartmouth; Ph.D. (1971) Yale

Director

Andrew T. Jones
B.A. (1986) Macalester College; M.F. (1994) Duke

Hopkins Memorial Forest Manager

Rachel J. Louis
B.A. (1992) Kenyon; M.A. (1999) Yale; M.E.S. (1999) Yale

Program Assistant

Center for Foreign Languages, Literatures, and Cultures

Jane Canova
B.S. (1976) Georgetown; M.S.W. (1980) New York University

Assistant Director of the Center for Foreign Languages, Literatures and Cultures

Multicultural Center

Gail M. Newman
B.A. (1976) Northwestern; Ph.D. (1985) University of Minnesota

Director of the Multicultural Center

Stephen D. Collingworth
B.A. (1992) Ohio State University; M.A. (1994) Ohio State University

Coordinator of Lesbian, Gay, Bisexual, Transgender Issues

Medha Kirtane
B.A. (2000) Williams

Assistant Director of the Multicultural Center

Marcela Villada Peacock

Multicultural Center Program Assistant

Oakley Center for the Humanities and Social Sciences

Robert Kavanaugh
B.A. (1967) Holy Cross; Ph.D. (1974) Boston University

Director

Academic Support

Bryce A. Babcock
B.S. (1968) University of Michigan; Ph.D. (1972) University of Michigan

Coordinator of Science Facilities and Staff Physicist

Mary K. Bailey
B.S. (1983) University of New Hampshire; M.M. (1988) University of Massachusetts

Systems Support Specialist, Computer Science

Lisa D. Carey
B.A. (1992) McGill University

Leadership Programs Coordinator

Susan L. Engel
B.A. (1980) Sarah Lawrence; Ph.D. (1986) C.U.N.Y.

Director of Education Programs

Stephan E. Martin
B.A. (1989) Colgate; M.S. (1993) University of Wyoming

Observatory Supervisor

Linda A. Reynolds
B.S. (1970) University of Connecticut; M.A. (1979) New York University; M.A. (1993) Williams

Slide Librarian, Art

Noah J. Sandstrom
B.A. (1994) Knox College; Ph.D. (1999) Duke

Essel Postdoctoral research Fellow in Neuroscience

Anne R. Skinner
B.A. (1961) Radcliffe; Ph.D. (1966) Yale

Safety Officer

Georgi Zhelev
B.A. (2001) Williams College

Mellon Project Coordinator, Economics

Offices of Administration

Adams Memorial Theatre

Cosmo A. Catalano, Jr. B.A. (1976) University of Iowa; M.F.A. (1979) Yale	<i>Production Manager</i>
Deborah A. Brothers B.A. (1976) University of New Orleans; M.F.A. (1979) California Institute of the Arts	<i>Costume Designer</i>
George T. Aitken, Jr.	<i>Senior Scene Technician</i>
Leah Pike B.A. (1990) University of Binghamton, SUNY	<i>Theatre Administration Intern</i>

Buildings and Grounds

Winthrop M. Wassenar B.S. (1959) W.P.I.; M.S. (1960) W.P.I.	<i>Director of Facilities Management</i>
Thomas D. McEvoy B.A. (1975) S.U.N.Y., Geneseo	<i>Director of Housing</i>
Stephen G. Mischissin B.S.M.E. (1980) Rutgers University	<i>Director of Operations</i>
Harold F. White B.A. (1955) Williams	<i>Associate Director for Administrative Services</i>
Eric L. Beattie B.S. (1981) University of Vermont	<i>Assistant Director for Construction Services</i>
Timothy J. Reisler B.A. (1983) Wheaton College; M.B.A. (1992) Western New England College	<i>Assistant Director for Administrative Services</i>
Christopher Williams B.F.A. (1978) Pratt Institute	<i>Assistant Director for Architectural Services</i>
Thomas A. Bona B.S. (2000) Westfield State College	<i>Architectural Maintenance Supervisor</i>
Michael R. Briggs	<i>Construction Supervisor</i>
Donald B. Clark B.S. (1971) St. Lawrence University	<i>Mechanical Maintenance Supervisor</i>
Christina A. Cruz B.S. (1982) University of Wisconsin; Ed.M. (1997) Massachusetts College of Liberal Arts	<i>Special Assistant to the Director of Facilities Management</i>
Bruce J. Decoteau	<i>Construction Supervisor</i>
Ronald N. Favreau	<i>Manager of Office Services/Purchasing Coordinator</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>Construction Supervisor</i>
Thomas R. Mahar A.S. (1999) Berkshire Community College	<i>Construction Projects Supervisor</i>
Beatrice M. Miles	<i>Manager of Custodial Services and Special Functions</i>
Joseph M. Moran A.S. (1998) Berkshire Community College	<i>Fire Marshall and Safety Officer</i>
Jean F. Richer A.S. (1967) St. Joseph College	<i>Manager of Telecommunications</i>

Dining Services

TBA	<i>Director of Dining Services</i>
Helen C. Aitken B.A. (1995) Southern Vermont College	<i>Associate Director of Dining Services</i>
Alexandre M. da Silva B.S. (1991) Norfolk State University; M.S. (1997) Penn State	<i>Associate Director of Dining Services for Operations</i>
TBA	<i>Assistant Director of Dining Services, Catering</i>
Martin E. Blake	<i>Unit Manager</i>
Michael A. Cutler	<i>Unit Manager</i>
Mary B. Prior	<i>Manager of the Faculty House/Alumni Center</i>
Erwin Bernhart	<i>Assistant Manager of the Faculty House/Alumni Center</i>
David A. Lamarre	<i>Assistant Unit Manager</i>
Carol A. Luscier	<i>Snack Bar Manager</i>
Roberta H. Marcyoniak	<i>Unit Manager</i>
John I. Markland	<i>Unit Manager</i>
Michele N. O'Brien	<i>Unit Manager</i>
Gary L. Phillips	<i>Purchaser</i>
Virginia B. Skorupski	<i>Nutritionist</i>
Alan E. Wiles	<i>Catering Chef</i>

Offices of Administration

Williams College Museum of Art

Linda B. Shearer B.A. (1968) Sarah Lawrence	<i>Director of the Williams College Museum of Art</i>
Marion M. Goethals B.A. (1968) Duke; M.A. (1989) Williams	<i>Deputy Director, Director of Programs</i>
Diane Hart Agee B.A. (1977) Virginia Tech; M.A. (1986) Virginia Commonwealth University	<i>Museum Registrar</i>
Melissa C. Cirone B.A. (1979) Holy Cross College	<i>Director of Communications</i>
Stefanie Spray Jandl B.A. (1983) University of Southern California; M.A. (1993) Williams	<i>Andrew W Mellon Curatorial Associate</i>
Weezie Mackey B.A. (1984) Trinity College; M.F.A. (1990) American University	<i>Public Relations Coordinator</i>
Nancy Mowll Mathews B.A. (1968) Goucher College; Ph.D. (1980) N.Y.U. Institute of Fine Arts	<i>Eugénie Prendergast Curator</i>
Ann E. Musser B.A. (1995) Grinnell College; M.A. (1997) Williams	<i>Director of Education</i>
Hideyo Okamura B.A. (1984) Eastern Oregon State College; Diploma, Studio Program (1986); Certificate, Traveling Scholars Program (1987) School of the Museum of Fine Arts	<i>Chief Preparator</i>
Vivian L. Patterson B.A. (1977) Williams; M.A. (1980) Williams	<i>Curator of Collections</i>
Judith M. Raab B.A. (1961) University of North Carolina, Chapel Hill	<i>Director of Membership and Events</i>
Barbara G. Robertson (<i>on leave 2001–2002</i>) B.A. (1983) Hampshire	<i>Director of Education</i>
Deborah Menaker Rothschild B.A. (1971) Vassar; Ph.D. (1990) N.Y.U. Institute of Fine Arts	<i>Curator of Exhibitions</i>

DEGREES CONFERRED JUNE, 2001

Conferring of the Degree of Master of Arts

Elise Anne Barclay
Rachel Isabelle Butt
Jennifer E. Cabral
Clare Suzanne Elliott

*Anna Lee Kamplain
Jennifer Wench King
Jeffrey Thomas Saletnik
Karly Whitaker

*Clark Fellow

Conferring of the Degree of Master of Arts in Development Economics

Emil Abdykalykov
Fahmida Akhtar
Wichayayuth Boonchit
Steven Linus George
Mikheil Giorgadze
Md. Anwar Hossain
Md. Delwar Hossain
Tin Htut
Joseph Kaiza
Vusi Mabilisa
Le Thi Nguyet Minh
Chanda Musonda
Ulrich R. Mwinyiechi

Kaunapaua Ndilula
Daniel Mutiso Ndolo
M. Noor Nugroho
Moses Ogowap
Zekekawork Paulos
Aura Yaneth Parra Rincón
Aye Aye Swe
Tengiz Tsekvava
John M. Ulimwengu
Gusti Agung Diah Utari
Lungisa Lorraine Vokwana
Ferry Zadreba
Kuziva Ziramba

Bachelor of Arts, Summa Cum Laude

*Caitlin Elizabeth Carr
*Tracy Lynn Conn
*Stephanie Anne Frank, *with honors in Religion*
†*Paul David Friedberg, *with highest honors in Physics*
*Lisa Michelle Libicki
*Elizabeth Pei Shih Lo, *with highest honors in Biology*
†*Timothy William Menza, *with honors in Biology*
*Nathan Hawkins Ostrander
*Christine Angele Pace
*Danielle Feldman Tarantolo
†*Zuzana Tóthová, *with highest honors in Biology*

Bachelor of Arts, Magna Cum Laude

†*Laura Louise Almstead, *with highest honors in Chemistry*
*Leah Ann Amakawa, *with honors in Art*
Charis Hagyard Anderson
*Christopher Anthony Anzivino
*Aaron Michael Applebaum
*Daniel Albert Auerbach
*Heather Ruth Barney, *with honors in History*
*Elisa Talora Beller, *with highest honors in History*
*Courtney Lynne Bennigson
*Elizabeth Gene Berg
*Cathryn Marie Christensen, *with highest honors in Sociology*
†*Daniel Robert Clayburgh, *with honors in Chemistry*
*Cameron Olds Clendaniel
Mary Elizabeth Cotton
†*Kenneth Archie Dennison, *with honors in Astrophysics*
*Mabel Djang, *with honors in Chemistry*
*Joshua Samuel Easter, *with honors in Biology*
†*Abbey Severance Eisenhower, *with honors in Psychology*

*Cristin Elizabeth Linsley Ellis
*Jessica Lindsey Erickson, *with highest honors in Economics*
Philip Michael Fernbach
Kathrine Symonds Figge
†*John Nathan Foster, *with highest honors in Computer Science*
Beth Lara Friedman
*Robyn Sue Goldman
*Victoria Anne Goldman
†*Richard Clinton Haynes, *with highest honors in Mathematics*
*Christopher Thomas Hurshman, *with honors in Russian*
*Adam Bredahl Jeffers
*Ethan Benjamin Katz-Bassett
*Michele Elizabeth Kemmerling
*Christopher Eberhart Kemmitt
*Yeowon Angela Kim, *with honors in Biology*
Ryan Edward Kurlinski
*Jessica Hope Leibler, *with highest honors in Political Science*
*Michael James Levien, *with highest honors in American Studies*
*Hilary Claire Gaudiani Ley
*Alice Jyh-Farn Li, *with honors in Psychology*
*Daniel Elliot Matro, *with honors in Political Science*
*Brian Michael McDonnell
†*Caren Tracy Mintz, *with honors in Biology*
†Miles Arthur Munson, *with highest honors in Computer Science*
*Grayson David Myers
*Erin Moria Palazzolo, *with honors in Art*
*Ami Mahendra Parekh
*Daniel Erkki Hiram Perttu
Victoria Elizabeth Phillips, *with honors in Political Science*
*Sonya Ravindranath, *with honors in Political Economy*

* Phi Beta Kappa
† Sigma XI

Degrees Conferred

- *Curtis Lockwood Reynolds, *with honors in Economics*
 *Jessica Choate Robbins, *with highest honors in Music*
 †*Rungporn Roengpitya, *with honors in Mathematics*
 *Allyson Beth Rothberg
 †*Grace Ellen Foote Rubenstein, *with honors in Psychology*
 *Richard Ramez Sarkis
 *Garth Lindgren Schofield, *with highest honors in Political Science*
 *Shawn Hahn Song
 *Yvonne Elizabeth Stone, *with honors in Political Economy*
 *Daniel Johnston Sullivan
 *Bence Szamosfalvi
 †*Liana Jones Thompson, *with highest honors in Biology*
 *Tamara Jeanne Thompson
 *Fumitsugu Tosu
 *Yang Wang
 *Rebecca Lynn Weidner
 *Joshua Thomas White
 *Kristin Elizabeth Wikelius, *with highest honors in Political Science*
 Adrienne Gisele Wiley, *with honors in Psychology*
 Hilary Dana Williams
 *Daniel Scott Williamson
 *Celina Beth Zlotoff
- Bachelor of Arts, Cum Laude*
- Karen Elizabeth Allen
 †Gail Marcia Anderson, *with highest honors in Psychology*
 †James Reasoner Apgar, *with honors in Chemistry*
 Clara Elizabeth Auchincloss
 Amy Lynn Balas
 Magdalena Barrera
 †Katherine Belecki, *with honors in Chemistry*
 Alana Kristi Belfield
 Polly Ann Benes, *with honors in Art*
 Jennifer Lee Berylson
 Kathryn Elizabeth Bolduc
 Alexis D. Boneparth
 †Alan Taylor Brelsford, *with highest honors in Biology*
 Nelson Hobart Breve
 Lisa Nicole Brodsky
 Daniel Eric Bubb
 Joshua Robert Burson, *with highest honors in History*
 Elizabeth Carrie Cadogan
 Timothy Shaun Campbell
 Elizabeth Ashforth Carothers, *with honors in Art*
 †Carissa Lark Carter, *with highest honors in Geosciences*
 Daniel Alex Center
 †Karen Ama-Serwa Chachu, *with highest honors in Chemistry*
 Christopher C Chiou
 Noga Chlamtac
 †Juliana Barbara Connolly, *with highest honors in Chemistry*
 Brian Robert Connors
 †Margaret Marie Cooley, *with highest honors in Biology*
 †Benjamin Kevin Cooper, *with honors in Physics*
 Patrick Jacob Curtis
 Mark McKenna Daoast
- †Stephen Butler DeOreo, *with honors in Geosciences*
 Emmy Lou Diaz
 Isaac Dietzel
 Sandra Lauren DiPillo
 Catherine Esther Doe, *with highest honors in Political Science*
 Brian Patrick Doherty
 Jennifer Leah Dolloff
 Corey Elizabeth Effinger
 Millissa Elizabeth Foster
 Jennifer Marie Geiger
 Steven David Gertner, *with highest honors in History*
 Emily Scudder Thebaud Gillmar, *with highest honors in English*
 David Ian Gise, *with honors in History*
 Julia Marie Goren
 Samantha Leigh Grant
 Gillian Green, *with honors in English*
 Judd Samuels Greenstein, *with highest honors in Music*
 †Sara Karen Grote, *with highest honors in Biology*
 Elizabeth Fowler Harsch
 Heather MacKenzie Hawkey
 Victoria Joyce Henrion
 Grant Kubo Hines
 Rebecca Linn Hinyard
 Kevin Fan Hong
 Elizabeth Maxine Hoover, *with honors in Anthropology*
 Joel Marshall Iams, *with honors in Political Science*
 Kelly Jane Ishizuka
 Elizabeth Suria Jacobs, *with honors in English*
 Ellen Sydney Jacobson
 Ricky Joshi
 Timothy Andrew Karpoff, *with honors in Political Science*
 Kristin Elizabeth Kellogg
 Joshua Douglas Kelner, *with highest honors in Political Science*
 Matthew Hyun Kim
 Christopher Bixler Koegel
 Theodora Konetsovskaya, *with honors in Political Science*
 Graham Spencer Lee
 Janet Lee
 Anne Holman Lemon
 Dusty Aaron López
 Anjali Lunia
 John Bailey McCallum
 Hagan Mary McCurdy
 Ryan David McNaughton, *with honors in Music*
 Scott Daniel Moringiello, *with honors in Classics*
 John Ross Morrison, *with honors in Philosophy*
 Hoyoon Luke Nam
 Lloyd Lorch Nimetz, *with honors in Economics*
 †William Burke Ouimet, *with highest honors in Geosciences*
 Seth Thomas Pietras
 Elizabeth Marie Powers
 Lesley Mireya Reith, *with honors in Political Science*
 †Liliana Rodriguez, *with honors in Psychology*
 Todd Talbot Rogers
 Virginia Alejandra Ruebensaal
 Rebecca Dawn Sanborn, *with honors in Environmental Studies*
 Melissa Ann Scuereb
 †Daniel Benjamin Seaton, *with highest honors in Astrophysics*
 Matthew Robin Silver, *with honors in Art*

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

Aaron Michael Snyder
Elizabeth Hall Spear, *with honors in Classics*
Alice Hammes Stout
Masato Sudo
Alison Michelle Swain, *with highest honors in American Studies*
Sarah Megan Thomas, *with honors in Theatre*
Benjamin Guy Thompson
Elena Martina Traister
†Erin Brigid Troy
Michael Thomas Valenti
Julia Megan Vaughan
†Darik Omar Velez, *with honors in Astrophysics*
Ana Veselic
Elizabeth Alice Wall
Elizabeth Holland Walsh
Amy Elizabeth Warren
Andrew James Weller
Georgi Zhelev Zhelev

Bachelor of Arts

Jennifer Annaliis Abrego, *with honors in Political Science*
†Robert John Adamo, *with honors in Biology*
Samee Ahmed
Feyisara R. Akanki
Timothy Francis Albrecht
Rajendra Aldis
Geoffrey Hughes Allen
Chidozie Obialor Alozie
Jonathan David Alwais
Arthur John Ambarik
Verena Arnabal
Alesha Lee Arscott
Susan Omorinola Asiyambi
Matthew Jess Atwood
Dorian Brooke Baker
Alan Paul Baldvieso, *with honors in Geosciences*
Rebecca Anna Barnes
Erika Beltran
Kristen Lee Bender
Emmanuel Pothwei Benjamin
Kenneth Hall Benton
Aaron D. Chertoff Berman
Peter Hurley Birgbauer
Christy Elizabeth Birtcher
Michael H. Black
Kivlina Shepherd Block
Timothy Gary Blum
Ellen Catherine Bognar
Jennifer Leigh Bogovic
James Christopher Bonner Jr.
Felton Camell Booker
Denis Michael Bourke
Johane Gildade Boursiquot, *with honors in Biology*
Jonathan Bradford Briggs
Emily Dara Brocks
Amanda York Brokaw
Devareaux Dempster Brown
Ian Jamil Brown
Seth Abraham Brown
Camille Stacy-Ann Burnett, *with honors in Mathematics*
Joseph Jason Sullivan Butler
Frank Victor Carlow
Michael Dupree Carson
Vanessa Porto Caskey
Lyssa Castonguay
Jean-Louis Cauvin
Seung Cha
Michael Ian Chanin

Heng Jien Cheam
Jenny Chen
Keith Chu
Julia Elizabeth Cianfarini
Shekinah Rose Cohn
Sarah Deane Commito
Andrew Michael Conley
Sean Gregory Connor
Isaac Daniel Constantine
Michael Lipsey Cooper
Katherine Hadley Cornell
Michael David Cortese
Clifton Waugh Covington
†Misa Melina Cowee, *with honors in Astrophysics*
Jonathan Craig Crafts
Ryan Dennis Crisp
John Patrick Crowley-Delman, *with honors in History*
Kevin St. Leon Cummings
Rishaad Ali Currinjee
Roshni Therese David
Xavier Marquez de Borja, *with highest honors in English*
Andrew Charles Deichman
Justin Bailey Deichman
Christopher Barrett Delaney
Eric Montague Demment
Erin Marie Dempsey
Jamilla Constance Deria
Mayur Sarjerao Deshmukh
Daniel Adam DiCenzo
Daniel Cross Dickens
Devon Thomson DiClerico
†Kathryn Moyer Dingman, *with honors in Psychology*
Kristin Marie Dissinger
Graham Bruce Dobbin
Thomas Joseph Douglas III
Phebe Drinker
Richard Albert Dudley III
Marlene Fusa Duffy, *with honors in Geosciences*
Jon-Kristian Andrew Duval
Anne Theresa Dwyer, *with honors in Biology*
Ewell Patrick Eagan
Jennifer Linda Eames
Emily Elizabeth Earle
Seth Michael Earn, *with honors in Political Science*
Jacques Rafael Edelin
Alexandros Andreas Evriviades
Jessica Margaret Ewing
Julian L. Fang
Jeremy Samuel Faust, *with honors in Music*
David Harold Feigenbaum
Jose Felix Fernandez
Miguel Adrián Fernández
Patrick Miller Finn
Patrick W. Foyle
Shirin Asgharzadeh Fozi, *with honors in Art*
Jennifer Anne Garabedian
Matthew Thomas Garin
Phoebe Townsend Geer
Brooke Lamar Gibson
Sean Kevin Glasheen
Kalia Roseanne Glassey
Nicholas McCrimmon Goggans
David Adam Ochs Golden
Kelsey Flannery Gollop
Kyle Turner Goodrich
Jason Michael Greenberg, *with honors in Theatre*
Melissa Griffin
Abigail Lines Griffith
Robert Darnell Griggs

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

Katherine Ryan Grimaldi
 Sebastian Johannes Gruender
 Kathryn Suzanne Guernsey
 Danielle Gulick
 Cristin Gillespie Gunther
 Ryan Christopher Gunther
 Jennifer Lee Hahn
 Aysha Haider
 Brian Williams Haklisch
 Christina Maria Hale
 Andrew Fyfe Hall
 Elizabeth Marie Hamachek
 Reed Thompson Harlow
 Heather Adora Hatcher
 †Ryan Balfour Hayman, *with honors in Chemistry*
 Patricia Mary Hennessey
 Anne Goodloe Hereford, *with honors in Geosciences*
 Allison Marie Herling
 Winston Alexander Hernandez
 Alison Rachel Hess, *with honors in Religion, with honors in English*
 Nyesha Karen Hinds
 Marc Leonard Hoffman
 Robert James Houle
 Vi Buu Hua
 Julia Robertson Hyde, *with honors in Art*
 Annie Pearl Im
 Jacob Goldman Israelow
 Beatriz Sofia Ivanova
 Pelagia Ivanova Ivanova, *with honors in Political Science*
 Daren Kiyoshi Iwai
 Jennifer Ellen Jackson
 Jacob Christopher Jeffries
 Noel Allen Johnson
 Peter Alan Jones
 Dorothy Young Joo
 Maya Laxmi Kapoor, *with honors in Biology*
 Benjamin Alan Katz
 Robert Edward Kaufman
 Jasmine Falding Kellogg
 Karen Elizabeth Kelly, *with honors in Psychology*
 Kathryn Ann Kelly
 Michael Antonio Kilmurray
 Samantha Saemi Kim
 Seong Kim
 David William Kinsley III
 Jane Michaela Knight
 Asako Kohn
 Johanna Reinfeld Kolodny
 Nii Okpoti Koney
 Michele Sara Kovacs
 Tanushri Kumar
 Susan Lai
 Anne Fairchild Lanford
 Duane Morris Lee, *with honors in Astrophysics*
 Elizabeth Chun Hye Lee, *with honors in Political Science*
 Kristen Mary Lee
 Mark Douglas Lees
 Jason Roger Lemieux
 Zafrir Levy
 Ian Michael Lewis
 Lynn April Lim
 William August Lindeke
 Matthew Jenner Lindsay
 Valerie Eleanor Saran Lothian, *with honors in Psychology*
 Robert Arthur MacDougall Jr.
 James McClure Mackay

Charles Wilson Mahoney, *with highest honors in History*
 Carlett Nicole Malcolm
 Jessica Kristin Malloy
 Natalie Lorraine Marchant
 Kenny Marines
 Aaron David Marsh
 Ryan Franklin Mayhew
 Benjamin Franklin McAnaney
 John Taylor McCoy
 Matthew Jay McCulloch
 Andre Carlisle McKenzie
 Alexander Grant McWhorter
 Duncan Alexander Meiklejohn, *with honors in Biology*
 Enuma Menkiti
 †Abhaya Narayana Menon, *with honors in Mathematics*
 Todd Louis Merkens
 Jesse Alexander Metzger
 Jason Alexander Mirach
 Darius Eliot Mitchell
 Katherine Elizabeth Miyamoto
 Louis Moll
 Heidi Dylan Montoya
 James Gardner Moorhead
 Robert Terrance Moss
 Patrick Wesley Mulligan, *with honors in Classics*
 Clare Axford Murphy, *with honors in History*
 Martha Anne Myslinski
 Peggy Joyce Nam
 Mary Colt Navins
 Mark Gregory Neff
 Peter Holbrook Newcomb
 Daniel Carlson Newhall
 Jake Jay Ni
 Leigh Hendrick Nisonson
 David Isaac Noe
 Vanea Camille Norris
 Kathleen Michaela O'Boyle
 Daniel Patrick O'Connor
 Kenneth Ugoeze Ojukwu
 Leif James Olsen
 Mary Catherine Duane Olson
 Jeffrey Joseph O'Neill
 Patrick Anthony O'Neill
 Jennifer Margaret Orr
 Stephen Baird Owen
 Katherine Palm
 Jerome Augustus Parker
 Sara Elizabeth Parkinson
 Omar Pereyra
 Enrique Javier Perez
 Osterman Perez
 Lucas Kwan Peterson
 Daniel Thomas Phillips
 Thomas Jeffers Pickard
 Krzysztof Piekarski
 Graham O'Toole Pingree
 Elizabeth Channing Powell
 Elizabeth Kathryn Pulbrake
 Margaret Anne Radzik
 Joanne Rah
 Louisa Ruth Ransom
 Joshua Macklin Rathmell
 Brock Hamilton Read
 Stuart Applegate Reigeluth
 Ann Wilder Richards
 Sara Circle Richland
 Christopher James Riley
 Christopher Barnard Ripley
 Robert Rivas
 Allison Rachel Robbins

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

Amanda Caroline Robinson
 Matthew Sean Roessing
 †Elizabeth Ellen Roller, *with honors in Chemistry*
 William Matthew Ronco
 Edward Joseph Rossier
 Jeremy William Rothe-Kushel
 Sarah Carlin Rutledge
 Carolyn Christine Ryan
 Nickie Delcaine Saintelot
 Anthony James Salerno Jr., *with honors in History*
 Roman Mikhaylovich Sazonov
 Sarah Elizabeth Schiavetti
 Michael Pritchard Schloat
 Darren Lester Schluter
 Darah Lea Schofield
 Katherine Pearce Schorling
 Joshua Lange Schwimmer
 Jessica Stacy Scott
 Joseph Mizuta Seavey
 Catherine Rachel Seelig
 Robert Matthew Seitelman
 Rebecca Dana Semble, *with honors in Biology*
 Tailer Francis Senior
 Matthew Shafeek
 Moira Kearney Shanahan
 †Joey Rebecca Valis Shapiro, *with highest honors in Astrophysics*
 Dana Lauren Shaps
 Geraldine Yun Shen, *with honors in Asian Studies*
 Elissa Beth Shevinsky
 James Andrew Shilkett, *with honors in Economics*
 Carol Pauline McClelland Shirai
 Ee-Lynn Sim
 †Jay Gates Slowik, *with honors in Chemistry*
 Elizabeth Glover Smith
 Garrett Michael Smith
 Royce Wood-son Smith
 Sierra Anne Smith
 Tessa Belinda Smith
 Derek Brandon Soto
 Matthew Aaron Speiser
 Ellen Spensley
 Ryan William Spicer
 Thomas Emory Stackpole
 Joshua David Stamell
 Robert Lincoln Stanton III
 Aleksandra Catherine Stark
 Joseph Allen Steinberg

Allison Jennifer Stepp
 Frederick Oskar Storz
 Brian Franklin Strickler
 Matthew Francis Student
 Andrew Patrick Sullivan
 Kristen Danielle Sullivan
 Timothy John Sullivan
 Luciana Suran
 Jocelyn Terry Sutton
 Philip Anton Meisinger Swisher
 Ricardo Tapia Jr.
 Kristine Elise Taylor, *with honors in Art*
 Stephen Smith Taylor
 Adam Robert Thalheimer
 Alice Marter Thomson
 Jeremiah James Tierney
 Meagan Kathleen Tierney
 Elizabeth Crowell Tilley
 Lennie Rossie Trocard
 Cortni Jill Tyson
 John Paul Valliere
 Juliet Evelyn Eger Van Pelt
 Aimee Elizabeth Vasse
 Collin Wayne Vataha
 Melissa Anne Vecchio
 Natalie Veras
 Megan Lynn Voeller, *with honors in Art*
 Cameron Laubach Walker
 Susanne M. Wall
 Mark Daniel Walrod, *with highest honors in Chemistry*
 Matthew Kempton Watkins
 Hilary Ashcraft Webb
 Joseph Stephen Weiss
 Brian Meyer Werner
 Matthew William H. Wessler, *with honors in Biology*
 †Dafina Azima Westbrook, *with honors in Neuroscience*
 Lisa Michelle Wiehl
 Lauren Elizabeth Wiener
 Eain Armond Williams
 Steven Robert Wollkind
 Elizabeth Megumi Wood
 †Brooke Stimson Wright, *with highest honors in Biology*
 Illie I-San Wu
 Jae-Ho Yim
 Ryu Andrew Yokoi
 Tracy Ann Zanco

CONFERRING OF HONORARY DEGREES

Convocation, September 2000

Jocelyn Bell Burnell	Sc.D.
Thomas R. Cech	Sc.D.
Rita Rossi Colwell	Sc.D.
Daniel Kleppner	Sc.D.
Donald E. Knuth	Sc.D.
George A. Miller	Sc.D.
William B. F. Ryan	Sc.D.
Edward R. Tufte	Sc.D.

Commencement, June 2001

William G. Bowen	L.H.D.
William H. Gray III	LL.D.
Robert E. Rubin	LL.D.
Nancy Spero	D.F.A.
James N. Wood	D.F.A.

* Phi Beta Kappa

† Sigma XI

ENROLLMENT

BY CLASSES, SEPTEMBER 2000

Graduate Students	46
Seniors	534
Juniors	523
Sophomores	536
First-Year Students	533
Total	2172

BY CLASSES, FEBRUARY 2001

Graduate Students	45
Seniors	524
Juniors	527
Sophomores	528
First-Year Students	534
Total	2158

Of the 496 new first-year students who entered in the Fall of 1994, 90% graduated from Williams within 4 years and 95% within 6 years; of the 524 who entered in 1995, 86% graduated within 4 years and 93% within 6 years. Additional information on this topic is available at the Office of the Registrar.

GEOGRAPHICAL DISTRIBUTION

Alaska	8	Argentina	1
Alabama	3	Austria	2
Arkansas	3	Bangladesh	2
Arizona	5	Belgium	2
California	153	Brazil	3
Colorado	18	Bulgaria	11
Connecticut	122	Canada	18
District of Columbia	26	People's Republic of China	5
Delaware	3	Colombia	1
Florida	33	Costa Rica	1
Georgia	23	Cyprus	1
Hawaii	14	Ecuador	1
Iowa	4	England	4
Idaho	5	France	4
Illinois	57	Georgia	1
Indiana	5	Germany	7
Kansas	3	Greece	1
Kentucky	3	Hong Kong	9
Louisiana	5	Hungary	3
Massachusetts	334	India	2
Maryland	57	Indonesia	1
Maine	41	Israel	2
Michigan	19	Jamaica	25
Minnesota	33	Japan	7
Missouri	14	Kenya	1
Mississippi	1	Republic of Korea	4
Montana	1	Mauritius	1
North Carolina	21	Muscat and Oman	1
North Dakota	2	Nepal	4
New Hampshire	48	Norway	1
New Jersey	139	Pakistan	7
New Mexico	5	Paraguay	1
Nevada	2	Philippines	2
New York	422	Portugal	1
Ohio	50	Puerto Rico	3
Oklahoma	3	Romania	3
Oregon	20	Russia	2
Pennsylvania	79	Singapore	1
Rhode Island	10	Slovakia	1
South Carolina	7	Spain	2
Tennessee	11	Swaziland	1
Texas	40	Switzerland	1
Utah	5	Taiwan	2
Virginia	55	Thailand	6
Vermont	43	Trinidad and Tobago	9
Washington	37	Turkey	1
Wisconsin	17	West Indies	1
West Virginia	3	Yugoslavia	1
Wyoming	4	Zimbabwe	2

PRIZES AND AWARDS—2000-2001

OLMSTED PRIZES—Awarded for excellence in teaching to four secondary school teachers nominated by the Williams Class of 2001. These prizes were established in 1984 through the estate of George Olmsted, Jr., 1924. John Awunganyi, *Pacific High School*, San Bernadino, California; Richard P. Kollen, *Lexington High School*, Lexington, Massachusetts; Harriet Marcus, *Oak Knoll School of the Holy Child*, Summit, New Jersey; Mary B. Wilbur, *Mattanawcook Academy*, Lincoln, Maine.

Fellowships Awarded by Williams College in 2000-2001

HORACE F. CLARK, CLASS OF 1833, FELLOWSHIP. Zuzana Tothova '01.
 CLASS OF 1945 STUDENT WORLD FELLOWSHIP. Morgan N. Barth '02, Heather M. Brutz '02, Noah S. Cohan '02, Elizabeth T. Cohan '02, Carolyn J. Greene '02, Elizabeth C. Moulton '02, Karen M. McCloskey '02, Abid H. Shah '02, Michelle M. Smith '02, Emmett Patrick Tracy '02.
 DOROTHY H. DONOVAN MEMORIAL FELLOWSHIP. Stephanie Anne Frank '01.
 FRANCIS SESSIONS HUTCHINS, CLASS OF 1900, MEMORIAL FELLOWSHIP PRIZE. John Bailey McCallum '01, Timothy William Menze '01.
 HUBBARD HUTCHINSON, CLASS OF 1917, MEMORIAL FELLOWSHIPS. Alesha Lee Arscott '01, Jamilla Constance Deria '01, Judd Samuels Greenstein '01, Kristine Elise Taylor '01, Emily Scudder Thebaud Gillmar '01.
 CHARLES BRIDGEN LANSING, 1829, FELLOWSHIP IN LATIN AND GREEK. Sarah Carlin Rutledge '01, Catherine T. Kiwala '04.
 NATHANIEL M. LAWRENCE TRAVELING FELLOWSHIP. Katherine Desormeau '02, Karen McCloskey '02, Christine Palmer '02.
 MELLON MINORITY UNDERGRADUATE FELLOWSHIP. Terrinieka Autry Williams '03, Marianna S. Mauer '03, Jasmine M. Mitchell '03, Catherine Szpant '03, Lindi D. von Mutius '03.
 JOHN EDMUND MOODY, 1921, FELLOWSHIP. Stephanie Anne Frank '01.
 RUCHMAN STUDENT FELLOWSHIPS. Katherine K. Desormeau '02, Abigail N. Jackson '02.
 RUTH SCOTT SANFORD MEMORIAL FELLOWSHIP IN THEATRE. Jessica A. McLeod '02.
 DR. HERCHEL SMITH FELLOWSHIPS. Elisa Talora Beller '01, Scott Daniel Moringiello '01, John Nathan Foster '01.
 STEPHEN H. TYNG AND STEPHEN H. TYNG, JR. FOUNDATION FELLOWSHIP. Wendy Love Anderson '96, Jeffrey C. McMahon '99, Dayo N. Mitchell '97, Kevin P. Montee '99, John D. Ormsbee '83, Tamaan K. Osbourne-Roberts '99.
 WILLIAMS TEACHING FELLOWSHIP, UNITED COLLEGE, CHINESE UNIVERSITY OF HONG KONG. Elizabeth Chun Hye Lee '01.
 WILLIAMS COLLEGE UNDERGRADUATE RESEARCH FELLOWSHIP. Lisa Ja Youong Ahn '03, Maria Tope Akiyele '03, Naila A. Baloch '03, Cheng Hu '03, Alvaro E. Jarrin '03.
 ROBERT G. WILMERS, JR., CLASS OF 1990, MEMORIAL SUMMER TRAVEL ABROAD FELLOWSHIP. Ivelina I. Borisova '02, Rossen Djagalov '02, Stephen A. Floyd '02, Kersten A. Jager '02, Zachary B. Lamb '02, Caroline T. Messmer '02, Sasha K. Parmasad '02, Sarah J. Reynolds '02.

National Fellowships Awarded in 2000-2001

FULBRIGHT GRANT. Cathryn Marie Christensen '01, Shirin Asgharzadeh Fozi '01, David Adam Ochs Golden '01, Lloyd Lorch Nimetz '01, Rebecca Lynn Weidner '01.
 BARRY M. GOLDWATER SCHOLARSHIP. Emily P. Balskus '02, Stephen Charles Doret '02, Susan E. Levin '02.
 KOREAN SOCIETY LANGUAGE SCHOLARSHIP. Yeowon Angela Kim '01.
 NATIONAL INSTITUTE OF HEALTH PREDOCTORAL FELLOWSHIP. Christine Angele Pace '01.
 NATIONAL SCIENCE FOUNDATION FELLOWSHIPS. Richard Clinton Haynes '01.
 HARRY S. TRUMAN SCHOLARSHIP. Kristina Grey Fisher '02.

General Prizes Awarded in 2000-2001

25TH ANNIVERSARY OF WOMEN IN ATHLETICS. Kathryn Moyer Dingham '01.
 JOHN SABIN ADRIENCE, CLASS OF 1882, PRIZE IN CHEMISTRY. Zuzana Tothova '01.
 CHARLES R. ALBERTI, CLASS OF 1919, AWARD. Jennifer Marie Geiger '01.
 ROBERT G. BARROW MEMORIAL PRIZE FOR MUSIC COMPOSITION. Jeremy Samuel Faust '01.
 THE MICHAEL DAVITT BELL PRIZE. Bethany L. Sayles '03.
 ERASTUS C. BENEDICT, CLASS OF 1821, PRIZES. (*Biology*) First Prize: Timothy Williams Menza '01. Second Prize: Liana Jones Thompson '01. (*Latin*) First Prize: Rebecca A. Kiselwich '04. Second Prize: Victoria D. Bock '04. (*Greek*) First Prize: Julia A. Snyder '02. Second Prize: Lydia Haile '02.

Prizes and Awards

(*French*) Pelagia Ivanova '01. (*German*) Rebecca Lynn Weidner '01. (*History*) First Prize: Tamara Jeanne Thompson '01. Second Prize: Christopher Eberhart Kemmitt '01. (*Math*) Eric Schoenfeld '03, Christopher Holmes '03.

GAUIS C. BOLIN, CLASS OF 1889, ESSAY PRIZE IN AFRO-AMERICAN STUDIES. Michael James Levien '01.

RUSSELL H. BOSTERT THESIS PRIZE IN HISTORY. Charles Wilson Mahoney '01.

KENNETH L. BROWN, CLASS OF 1947, PRIZE IN AMERICAN STUDIES. Michael James Levien '01.

NATHAN BROWN PRIZE IN HISTORY. Alexandra Orme '04.

STERLING A. BROWN, CLASS OF 1922, CITIZENSHIP PRIZES. Jennifer Marie Geiger '01, Darren Lester Schluter '01, Royce Wood-son Smith '01.

THE BULLOCK POETRY PRIZE OF THE AMERICAN ACADEMY OF POETS. Alison Rachel Hess '01, Eleza Jaeger '04.

W. MARRIOTT CANBY, CLASS OF 1891, ATHLETIC SCHOLARSHIP PRIZE. Danielle Feldman Tarantolo '01.

DAVID TAGGART CLARK PRIZE IN LATIN. Jeffrey A. Garland '03.

WILLIAMS COLLEGE COMMUNITY BUILDER OF THE YEAR. Felton Carnell Booker '01.

JAMES BRONSON CONANT AND NATHAN RUSSELL HARRINGTON, CLASS OF 1893, PRIZE IN BIOLOGY. Zuzana Tothova '01.

HENRY RUTGERS CONGER, CLASS OF 1899, MEMORIAL LITERARY PRIZE. Xavier Marquez de Borja '01.

DORIS DE KEYSERLINGK PRIZE IN RUSSIAN. Christopher Thomas Hurshman '01.

GARRETT WRIGHT DE VRIES, CLASS OF 1932, MEMORIAL PRIZE IN ROMANCE LANGUAGES. Allyson Beth Rothberg '01.

DEWEY PRIZE. Zuzana Tothova '01.

JEAN DONATI STUDENT EMPLOYEE AWARD IN MUSIC. Brooke Stimson Wright '01.

DOROTHY H. DONOVAN MEMORIAL AND JOHN EDMUND MOOD, 1921, FELLOWSHIP. Stephanie Anne Frank '01.

HENRY A. DWIGHT, CLASS OF 1829, BOTANICAL PRIZE. Margaret Marie Cooley '01.

FREEMAN FOOTE PRIZE IN GEOLOGY. Carissa Lark Carter '01.

GILBERT W. GABRIEL, CLASS OF 1912, MEMORIAL PRIZE IN THEATRE. Sarah Megan Thomas '01.

SAM GOLDBERG PRIZES. (*Computer Science*) John Nathan Foster '01. (*Mathematics*) Benjamin Kevin Cooper '01, Joshua Thomas White '01.

FRANK C. GOODRICH 1945 AWARD IN CHEMISTRY. Katherine Belecki '01, Mabel Djang '01.

WILLIAM C. GRANT, JR. PRIZE IN BIOLOGY. John Bailey McCallum '01.

ARTHUR B. GRAVES, CLASS OF 1858, ESSAY PRIZES. (*Art*) Shirin Asgharzadeh Fofi '01. (*Economics*) Elizabeth Glover Smith '01, Matthew Hyun Kim '01. (*History*) Elisa Talora Beller '01. (*Philosophy*) John Ross Morrison '01. (*Political Science*) Garth Lindgren Schofield '01. (*Religion*) Jeremy William Rothe-Kushel '01, Lisa Nicole Brodsky '01.

THE GRAVES PRIZE FOR DELIVERY OF ESSAY. Felton Carnell Booker '01, Sonya Ravindranath '01, Collin Wayne Vataha '01, Jae-Ho Yim '01, Ryu Andrew Yokoi '01.

GROSVENOR MEMORIAL CUP. Felton Booker '01.

FREDERICK C. HAGEDORN, JR., CLASS OF 1971, PREMEDICAL PRIZE. Zuzana Tothova '01.

THOMAS G. HARDIE III, CLASS OF 1978, PRIZE IN ENVIRONMENTAL STUDIES. Jessica Lindsey Erickson '01.

C. DAVID HARRIS, JR., CLASS OF 1963, PRIZE IN POLITICAL SCIENCE. Kristin Elizabeth Wikelius '01.

CHARLES W. HUFFORD BOOK PRIZE. Virginia Alejandra Ruebensaal '01.

ARTHUR JUDSON PRIZE IN MUSIC. Daniel Erkki Hiram Perttu '01.

ARTHUR C. KAUFMANN, CLASS OF 1899, PRIZE IN ENGLISH. Cristin Elizabeth Linsley Ellis '01.

MUHAMMAD KENYATTA, CLASS OF 1966, COMMUNITY SERVICE PRIZE. Susanne M. Wall '01.

WILLIAM W. KLEINHANDLER PRIZE FOR EXCELLENCE IN MUSIC. Michele Elizabeth Kemmerling '01, Elizabeth Gene Berg '01, Brian Robert Connors '01, Richard Clinton Haynes '01, Ellen Spensley '01.

ROBERT M. KOZELKA PRIZE IN STATISTICS. Garrett Michael Smith '01.

RICHARD KROUSE PRIZE IN POLITICAL SCIENCE. Judd Samuels Greenstein '01.

JACK LARNED, CLASS OF 1942, INTERNATIONAL MANAGEMENT PRIZE. Michael Dupree Carson '01, Brian Michael McDonnell '01, Kuziva Ziramba (Master of Arts in Development Economics).

RICHARD LATHERS, CLASS OF 1877, ESSAY PRIZE IN GOVERNMENT. Stephanie Anne Frank '01.

LINEN GRANT FOR SUMMER TRAVEL IN ASIA. Julia Snyder '02, Susie Yoo '02, Katherine Foo '02, Karthik Ramanathan '03, Todd Gambelin '02, Kate L. Alexander '02.

LINEN SENIOR PRIZES IN ASIAN STUDIES. (*Asian Studies*) Fumitsuga Tosu '01. (*Chinese*) Brian Robert Connors '01. (*Japanese*) Curtis Lockwood Reynolds '01.

LINEN SENIOR THESIS PRIZE IN ASIAN STUDIES. Geraldine Yun Shen '01.

Prizes and Awards

H. GANSE LITTLE, JR. PRIZE IN RELIGION. Todd Talbot Rogers '01.
 DAVID N. MAJOR, CLASS OF 1981, MEMORIAL PRIZE IN GEOLOGY. Anne Goodloe Hereford '01, William Burke Ouimet '01.
 MCC SPECIAL RECOGNITION AWARD FOR SERVICE. Samee Ahmed '01.
 WILLIAMS COLLEGE MULTICULTURAL CENTER STUDENT OF THE YEAR. Royce Wood-son Smith '01.
 LEVERETT MEARS PRIZE IN CHEMISTRY. Daniel Robert Clayburgh '01, Mabel Djang '01.
 WILLIS I. MILHAM PRIZE IN ASTRONOMY. Kenneth Archie Dennison '01.
 JOHN W. MILLER PRIZE IN PHILOSOPHY. Scott Daniel Moringiello '01.
 MORGAN PRIZE IN MATHEMATICS. Rungporn Roengpitya '01.
 RICHARD AGER NEWHALL BOOK PRIZE IN EUROPEAN HISTORY. Matthew J. McNicholas '04.
 JAMES ORTON AWARD IN ANTHROPOLOGY. Abbey Severance Eisenhower '01.
 FREDERICK M. PEYSER PRIZE IN PAINTING. Julia Robertson Hyde '01.
 Ursula Prescott Essay Prize in Political Science. Judd Samuels Greenstein '01.
 JAMES LATHROP RICE, CLASS OF 1854, PRIZES IN CLASSICAL LANGUAGES. (*Greek*) Melissa Ann Scuerb '01. (*Latin*) Carolyn A. Shank '02.
 ROBERT F. ROSENBERG AWARD FOR EXCELLENCE IN MATHEMATICS. Richard Clinton Haynes '01.
 ROBERT F. ROSENBERG AWARD FOR EXCELLENCE IN ENVIRONMENTAL STUDIES. Hilary Dana Williams '01.
 MURIEL B. ROWE PRIZE. Caitlin Elizabeth Carr '01.
 SIDNEY A. SABBETH PRIZE IN POLITICAL ECONOMY. Sonya Ravindranath '01, Yvonne Elizabeth Stone '01.
 BRUCE SANDERSON, CLASS OF 1956, PRIZE IN ARCHITECTURE. Timothy Shaun Campbell '01.
 RUTH SCOTT SANFORD MEMORIAL PRIZE IN THEATRE. Michael Lipsey Cooper '01.
 SCHEFFEY ENVIRONMENTAL LEADERSHIP AWARD. Rebecca Dawn Sanborn '01.
 ROBERT C. L. SCOTT ESSAY PRIZE IN HISTORY. Carolyn J. Greene '02.
 ROBERT C. L. SCOTT PRIZE FOR GRADUATE STUDY IN HISTORY. Joshua Robert Burson '01.
 SENTINELS OF THE REPUBLIC ESSAY PRIZE IN GOVERNMENT. Jessica Hope Leibler '01.
 EDWARD GOULD SHUMWAY, CLASS OF 1871, PRIZE IN ENGLISH. Christine Angele Pace '01.
 JAMES F. SKINNER PRIZE IN CHEMISTRY. Laura Louise Almstead '01.
 ELIZUR SMITH RHETORICAL PRIZE. Michael V. Pinkel '03.
 THEADORE CLARKE SMITH BOOK PRIZE IN AMERICAN HISTORY. Emily Bright '04.
 HOWARD P. STABLER PRIZE IN PHYSICS. Kenneth Archie Dennison '01.
 SHIRLEY STANTON PRIZE IN MUSIC. Jessica Choate Robbins '01.
 WILLIAM BRADFORD TURNER, CLASS OF 1914, CITIZENSHIP PRIZE. Ami Mahendra Parekh '01.
 WILLIAM BRADFORD TURNER, CLASS OF 1914, PRIZE IN AMERICAN HISTORY. Alison Michelle Swain '01.
 CARL VAN DUYN PRIZE IN ECONOMICS. Richard A. Dunn '02, Alexandre Garceau '02, Michael W. Shipley '02.
 A. V. W. VAN VECHTEN, CLASS OF 1847, PRIZE FOR EXTEMPORANEOUS SPEAKING. Christopher Eberhart Kemmitt '01.
 LASZLO G. VERSENYI MEMORIAL PRIZE. Scott Daniel Moringiello '01, John Ross Morrison '01.
 BENJAMIN B. WAINWRIGHT, CLASS OF 1920, PRIZE IN ENGLISH. Stephanie Anne Frank '01.
 HAROLD H. WARREN PRIZE IN CHEMISTRY. Jennifer Roizen '03.
 DAVID A. WELLS PRIZE IN POLITICAL ECONOMY. Jessica Lindsey Erickson '01.
 KARLE WESTON, CLASS OF 1896, PRIZES FOR DISTINCTION IN ART. (*Art History*) Lisa Michelle Libicki '01. (*Art Studio*) Julia Robertson Hyde '01.
 WITTE PROBLEM SOLVING AWARD. Paul David Friedberg '01.

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CALENDAR 2001-2002

2001

September	2-5	Sunday through Wednesday	First Days
September	5	Wednesday	First Year Student Advising
October	6	Thursday, 8:30 a.m.	Fall Semester classes begin
October	TBA	One of the first three Fridays	Mountain Day
October	6	Saturday	Convocation
October	15-16	Monday & Tuesday	Fall Reading Period
October	26-28	Friday through Sunday	First Year Family Days
November	10	Saturday	Homecoming
November	20	Tuesday, 3:50 p.m.	Thanksgiving Recess begins
November	26	Monday, 8:00 a.m.	Thanksgiving Recess ends
December	7	Friday, 3:50 p.m.	Fall Semester classes end
December	8-11	Saturday through Tuesday	Reading Period
December	12-17	Wednesday through Monday	Final Examinations
December	17	Monday, 4:00 p.m.	Vacation begins

2002

January	3	Thursday, 9:00 a.m.	Winter Study Period begins
January	25	Friday, 3:50 p.m.	Winter Study Period ends
January	31	Thursday, 8:30 a.m.	Spring Semester classes begin
February	15-16	Friday & Saturday	College Holidays (Winter Carnival)
March	15	Friday, 3:50 p.m.	Spring Recess begins
April	1	Monday, 8:00 a.m.	Spring Recess ends
April	19-21	Friday through Sunday	Spring Family Days
May	10	Friday, 3:50 p.m.	Spring Semester classes end
May	11-14	Saturday through Tuesday	Reading Period
May	15-20	Wednesday through Monday	Final Examinations
June	1	Saturday	Class Day
June	1	Saturday	Baccalaureate Service
June	2	Sunday, 10:00 a.m.	Commencement
June	6-9	Thursday through Sunday	Alumni Reunions

NUMBER OF CLASS MEETINGS

	Mornings		Afternoons			Evenings
	M,W,F	T,Th	M,Th	W	T,F	M
Fall Semester	36	25	25	12	24	12
Spring Semester	36	25	25	12	24	12

The Winter Study Period covers 23 calendar days.

NOTE: A recent enactment of the Massachusetts General Court provides: "Any student...who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such...requirement, and shall be provided an opportunity to make up such...requirement which he may have missed because of such absence...provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school...No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section."

Approved by the Faculty, May 16, 1984

Approved by the Trustees, June 2, 1984